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ABSTRACT

This training package consists of a print training guide to accompany an audiotape and videotape. It is designed to support adults with learning disabilities in their efforts to become trainers. Adult learners who complete the training package as part of a further education college, adult education center, day center, or self-advocacy group program are eligible to receive Open College credits for their efforts. The package consists of 16 learning modules that each contain some or all of the following: unit objectives, student handouts, instructional text, and a review checklist. Basic vocabulary and simple sentence structures are used in all the modules, and each module is liberally illustrated. Module topics are as follows: introducing training, being in a group, self-assessment, going to a meeting, let's relax, presenting ourselves, our rights, make it fair, saying no, planning, ways of teaching, giving a talk, how did it go?, resources, doing your own research, and organizing yourself. Concluding the training guide is a word bank in which vocabulary words used throughout the guide are defined in simple terms and illustrated. (The audiotape is an audio version of the print learning modules. The videotape shows people in the trainer training course and introduces people already working as trainers.) (MN)

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Training for Change

A training pack to support adults with learning disabilities to become trainers

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CE078 454

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ISBN 1 86201 052 8
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Thank you to:

Thank you to the following organisations and people who helped put the pack together:

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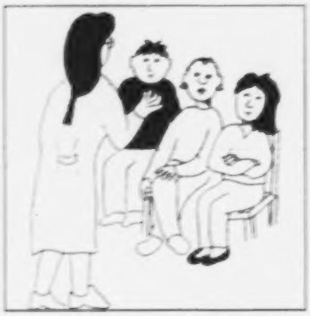
Yola Jacobsen - consultant on the pack

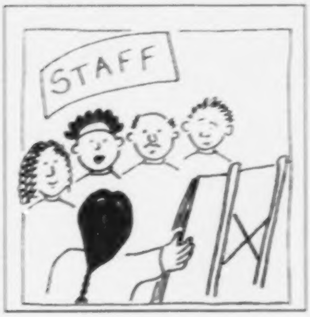
Jeannie Sutcliffe - who wrote the words for the pack in consultation with people with learning disabilities from CHANGE.

Training for Change



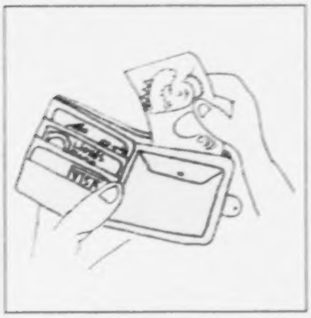
What is the pack about?

People with learning disabilities are often asked to do training.



People with learning disabilities are training staff, student nurses and social workers.

They are also training other people with learning disabilities.



This pack will help you to do training.

We hope the course will help people with learning disabilities to get paid work as trainers.

Who is it for?

EQUAL
RIGHTS

This pack is for people with learning disabilities who:

Self-Advocacy

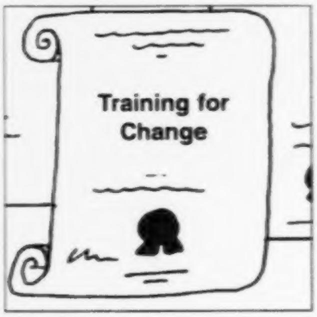
- understand what self-advocacy is
- are in self-advocacy groups or on self-advocacy courses

- may have done some training or voluntary work
- may have done some relevant courses at college or adult education.

How can it be used?

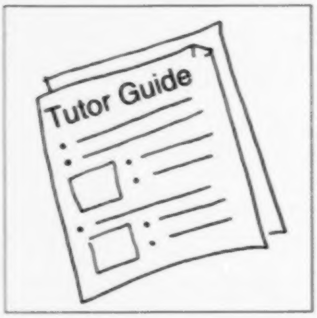
- You can do all of the pack from start to finish.
- You can do some of the pack and choose the bits you are interested in.

What do you get?



The Open College can give credits for your learning, to say what you have done.

A credit is a piece of paper to say what you have learnt.



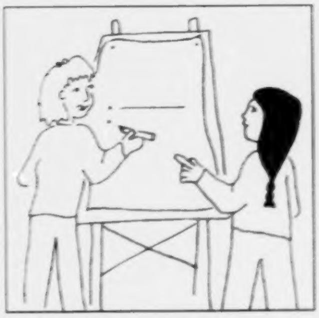
You can also get a certificate called "Training for Change", if you have got enough credits.

Staff who want to find out how to get Open College credits for this course can get a tutor guide for £5.00 from NIACE.

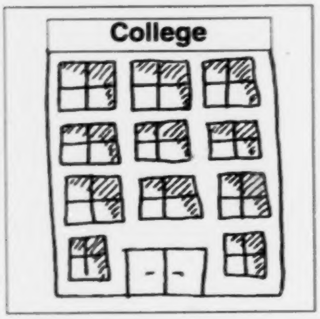
Who can teach on the course?

College and adult education staff will help people to do the course and to get Open College credits.

People with learning disabilities who have done the course or who have a lot of experience as a trainer can co-tutor the course.



Where can the pack be used?

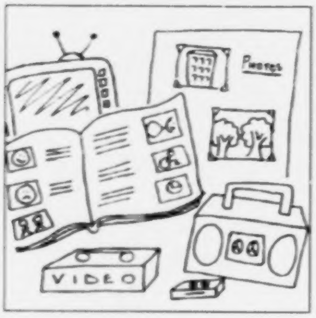


It can be used in different places such as:

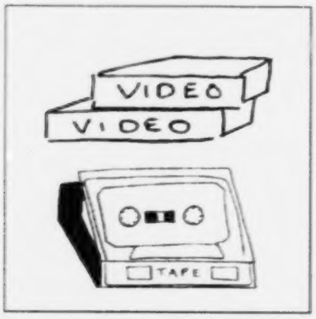
- colleges
- adult education centres
- day centres
- self-advocacy groups

What is in the pack?

The pack tells you about all sorts of things to do with training - from being in a group and going to meetings to doing training and what you need to think about.



- The pack has easy words and pictures.
- There is a video about the course showing different sorts of training.
- There is an audio-tape of the pack materials, for people who cannot read or for people who are blind or visually impaired.



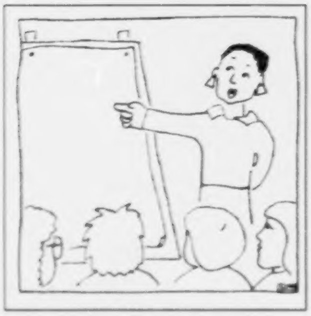
The pack is split into 5 units. There are 3 modules in each unit.

Each module follows the same format and has the same set of headings.

The Word Bank at the end of the pack explains long or hard words.

Training for Change

The headings are:

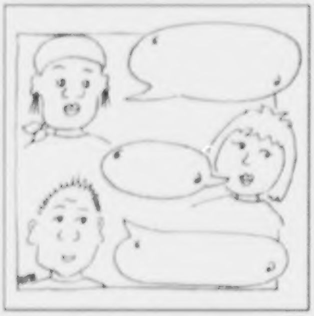


- What you will learn

- Notes for staff

- Handouts

Training for Change



- **What people say**

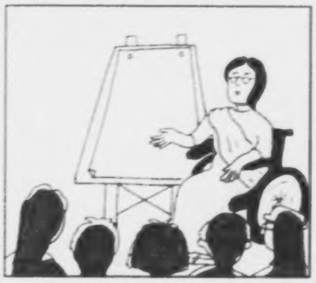
  People with learning disabilities in CHANGE talk about the different things in each module

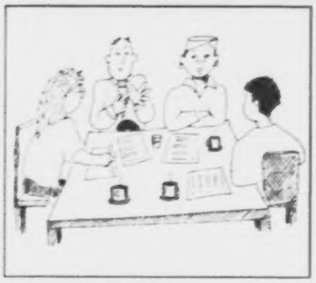
- **In the group**

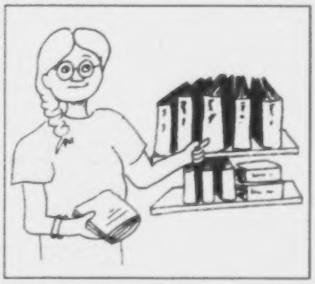
- **About you**

- **Checklist**

Training for Change







Unit title	Modules
Training and me	• Introducing training • Being in a group • I can and I want to - self-assessment
Making a start	• Going to a meeting • Let's relax • Presenting ourselves
Rights and choices	• Our rights • Make it fair • Saying "no"
Planning and doing training	• Planning • Ways of teaching • Giving a talk • How did it go?
Finding things to help with training	• Resources • Doing your own research • Organising yourself

What is CHANGE?

CHANGE is a national organisation run by Disabled People. It is for people with learning disabilities, especially people with learning disabilities who are blind or deaf.

EQUAL
RIGHTS

CHANGE campaigns for equal rights for all people with learning disabilities. We do this by raising awareness and campaigning for access to information, equal opportunities and good quality services.

What is NIACE?

NIACE
THE NATIONAL ORGANISATION
FOR ADULT LEARNING

NIACE is the national organisation for adult learning. It tries to help everyone who is interested in adult learning. Its work involves finding out information, developing new courses, writing books and running conferences.

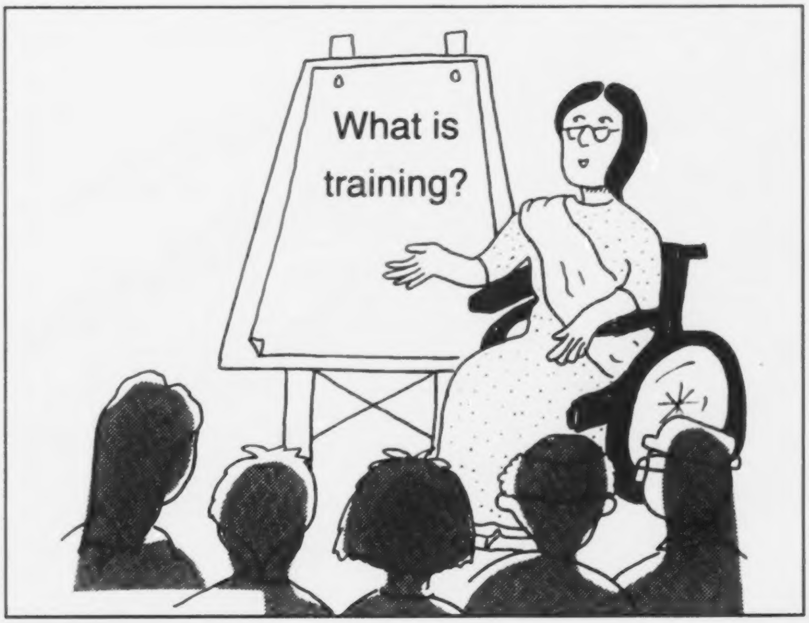
Contents

Training for Change

1 Introducing training page 1
2 Being in a group page 13
3 I can and I want to: self-assessment page 25
4 Going to a meeting page 37
5 Let's relax page 49
6 Presenting ourselves page 61
7 Our rights page 73
8 Make it fair page 83
9 Saying "no" page 101
10 Planning page 113
11 Ways of teaching page 129
12 Giving a talk page 147
13 How did it go? page 161
14 Resources page 175
15 Doing your own research page 185
16 Organising yourself page 201
WB Word Bank page 215

Module 1

Introducing training

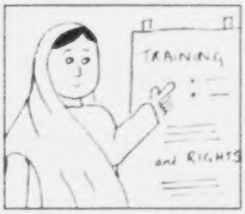

What is training?

What you will learn

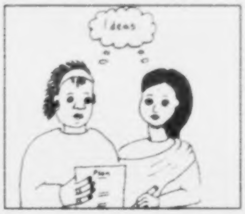
Introducing training

People with learning disabilities are often asked to do training.

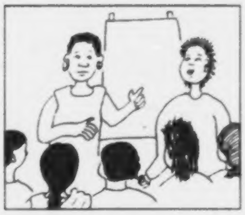
This course is about training. Through the course you will find out



- what training is
- what trainers do



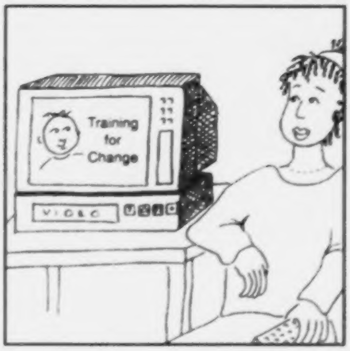
- how to plan training

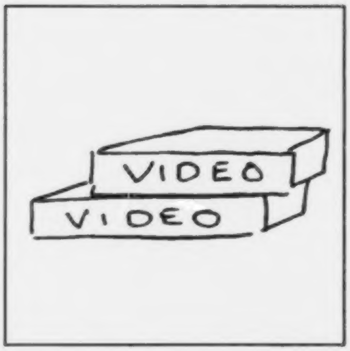


- how to run your own training sessions.

In Module 1, you wiil be asked to watch two programmes on the video, which will introduce the idea of training to you. If you are not sure if this course is right for you, the videos will help you decide.

Introducing training





This module is based on videos 1 and 2.

Video 1

In video 1 you will meet students who are doing this course. You will learn why these students chose to do this course, what they are expected to do on the course and what they are getting out of it.

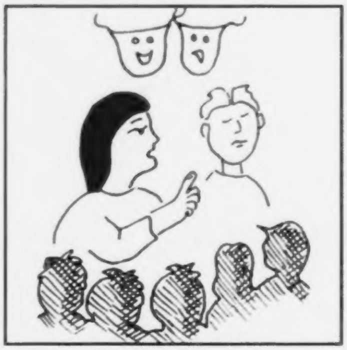
Video 2

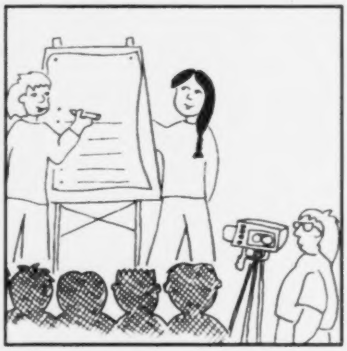
is about training. In it you will see trainers with learning disabilities doing their work. They will talk about what they enjoy about being a trainer and how they organise and prepare for each session. This video could be used early in the course to introduce students to the idea of training and being a trainer.

Notes for staff 2

Introducing training

For later in the course





video
3
VIDEO

Video 3

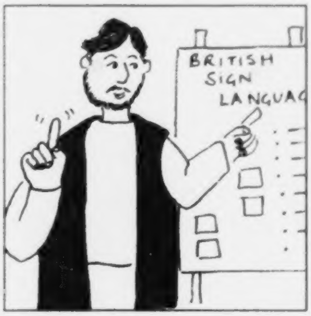
This video has actors telling us a story about doing training. We will see a group of trainers planning a training session, doing some training and finding out whether or not the session went well. Students will see things going wrong as well as going right.

The video could be used at the end of the course. It could be used to help bring together many of the things the students will have learnt during the course. It will be up to you to decide when to show this video.

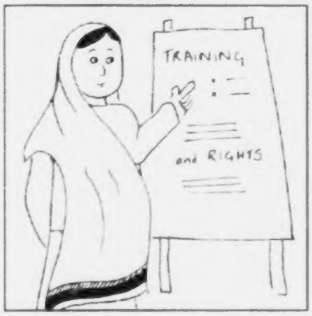
Handout 1

Introducing training

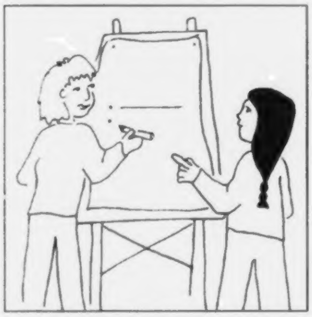
What is training?


BRITISH
SIGN
LANGUAG

- Training helps people learn and think about different things.


TRAINING
and RIGHTS

- Training can change things.



- People with learning disabilities make good trainers.

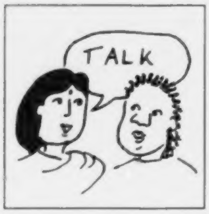
Handout 2

Introducing training

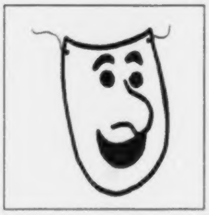
How can you do training?

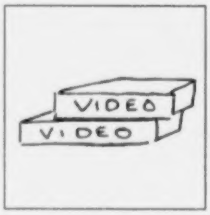
People with learning disabilities can work together to do training.

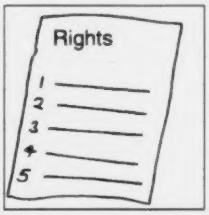
There are lots of ways to do this. You can:

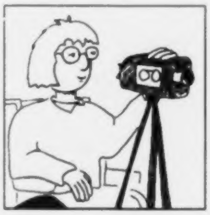


- Talk to people
- Use drama to act out a scene
- Make a list of people's rights
- Get people to join in
- Show a video
- Do an interview









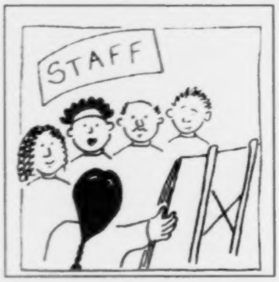
The course will help you learn some of these things.

Introducing training

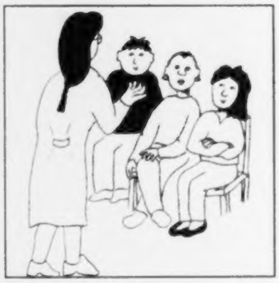
Who can you train?

You can train staff or people with learning disabilities.

People with learning disabilities have helped to train lots of different people like:



- User groups
- Day centre groups
- Nurses
- Social workers
- Police
- Teachers



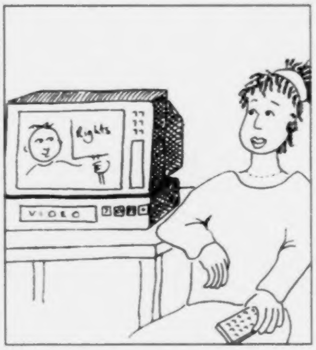
Some people get paid for this work, which is good.

Training is needed to show others that we are people in our own right.

Training has changed my life, I am more confident.

Introducing training

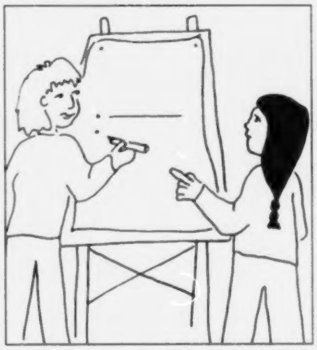
Watch video one



In video 1, a group of people with learning disabilities try out this course and do some of the activities.

Talk about the video.

Watch video two

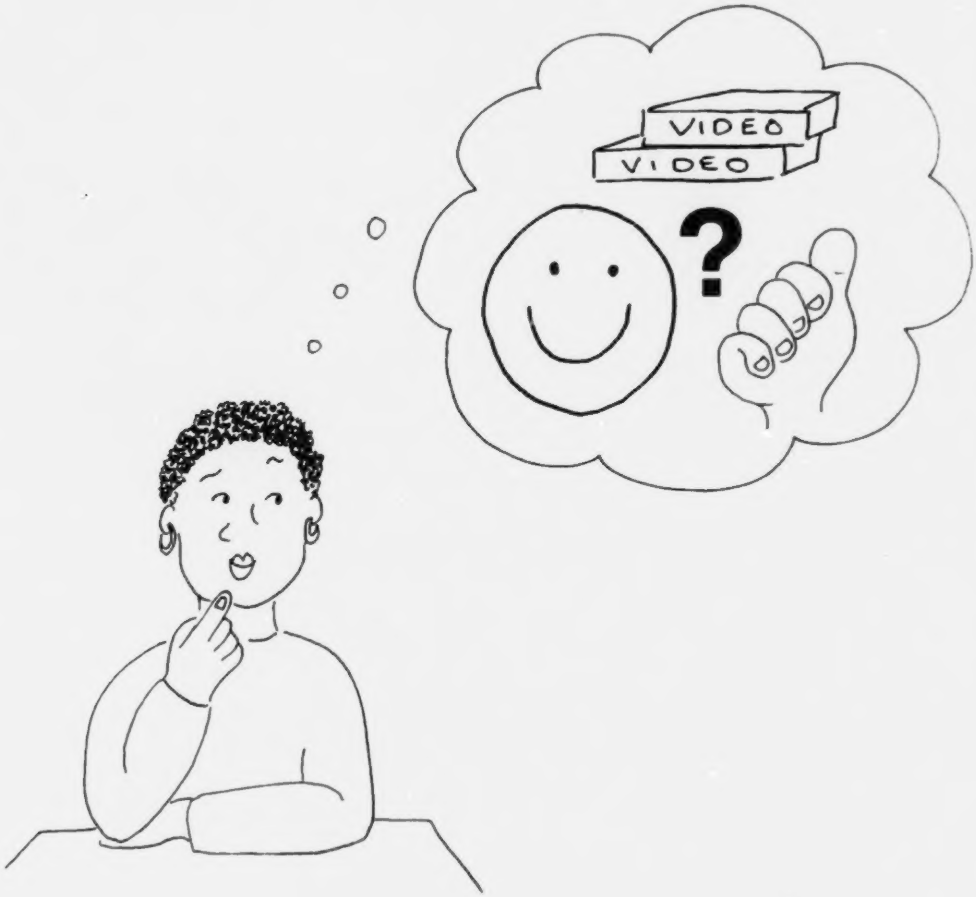


In video 2, people with learning disabilities are doing training.

Talk about the video. Think about:

- What is training?
- Why is it important for people with learning disabilities to be trainers?
- How do people get ready to do training?
- What bits of the video did you like?

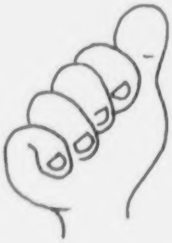
What did you think of the videos?



Do you want to learn more about being a trainer? If so, this course is right for you. If not, talk to your tutor and see if you can change courses.

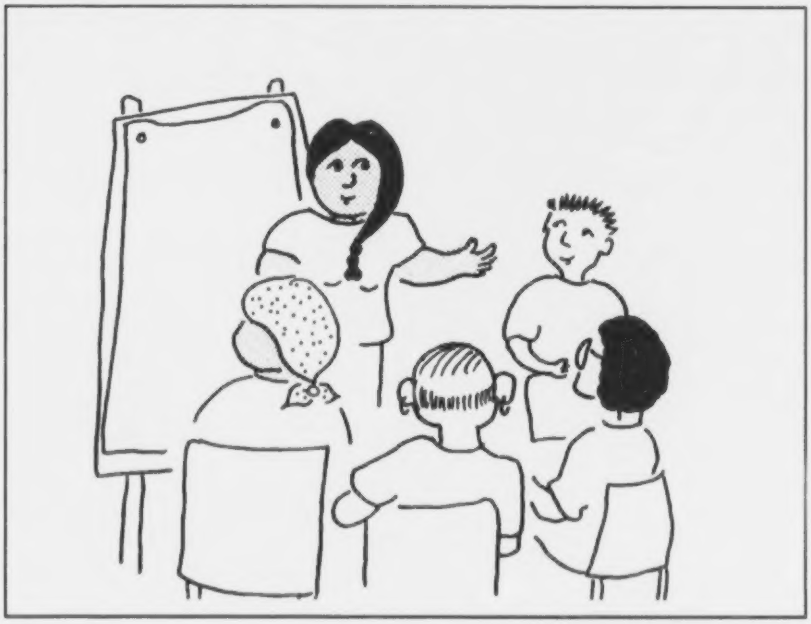
Checklist

Introducing training

VIDEO VIDEO	I have watched video 1 and talked about it.	Signed Date
	I have watched video 2 and talked about it.	Signed Date
	I can remember one bit of training from the video and say why it was good.	Signed Date

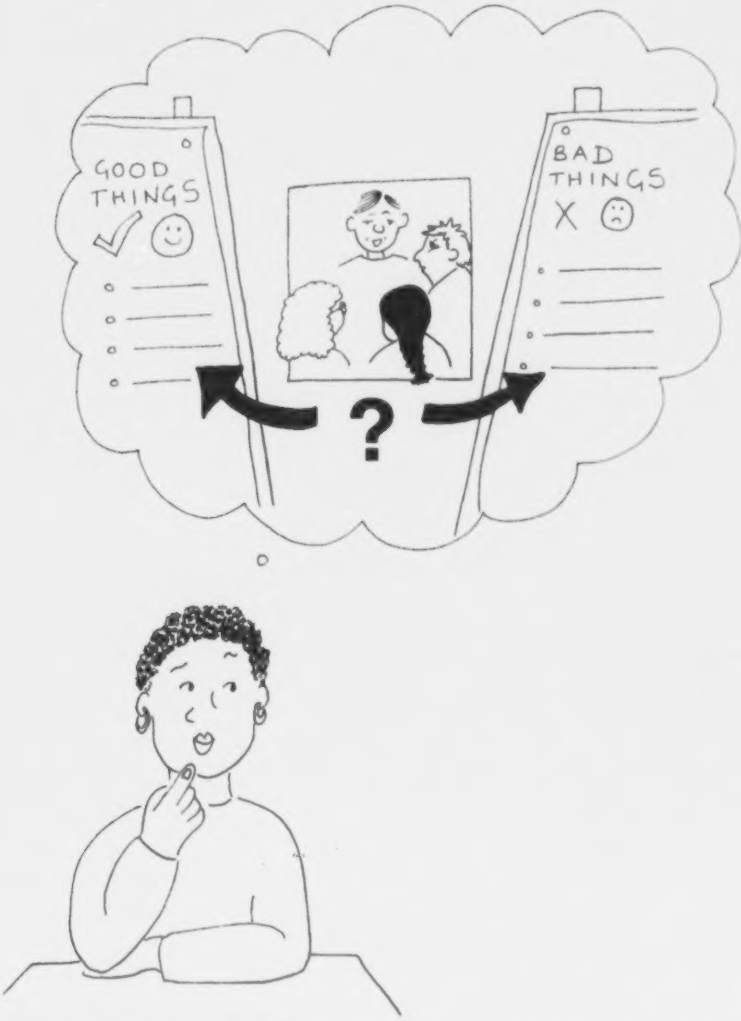
Module 2

Being in a group



What you will learn

Being in a group

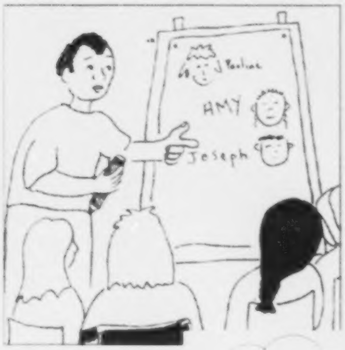


- This will help you think about what is good and what is hard about being in a group.
- You will make some rules for this group so that it works well.

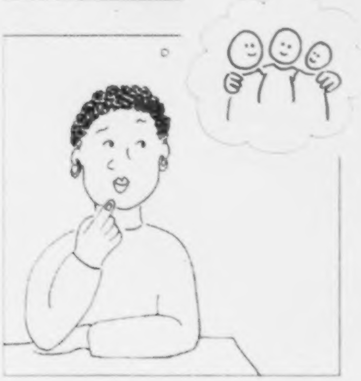
Notes for staff

Being in a group

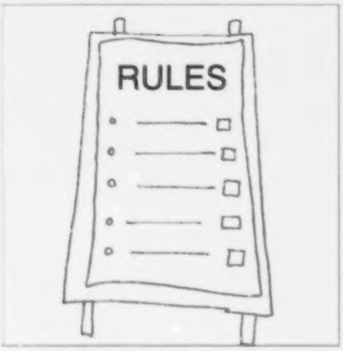
This is a beginning module. It asks people to:-



- Introduce themselves.



- Think about what being in a group means.

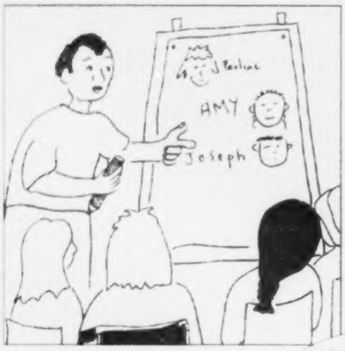


- Make a set of rules for learning in this group. You will need to record these on flip charts as people come up with ideas.

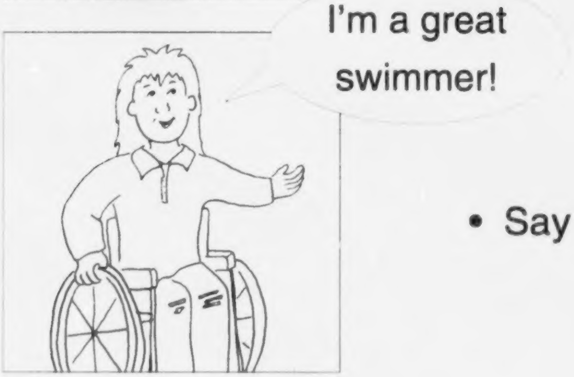
Handout 1

Being in a group

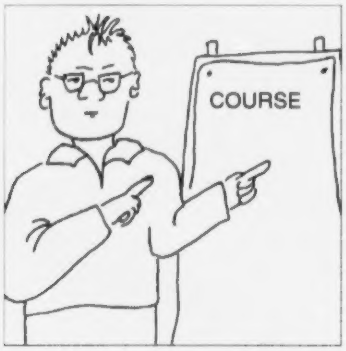
You are going to be in this group to learn together.


Pauline
AMY
Joseph

- Say what your name is.


I'm a great swimmer!

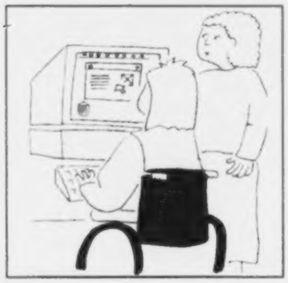
- Say one thing about yourself.



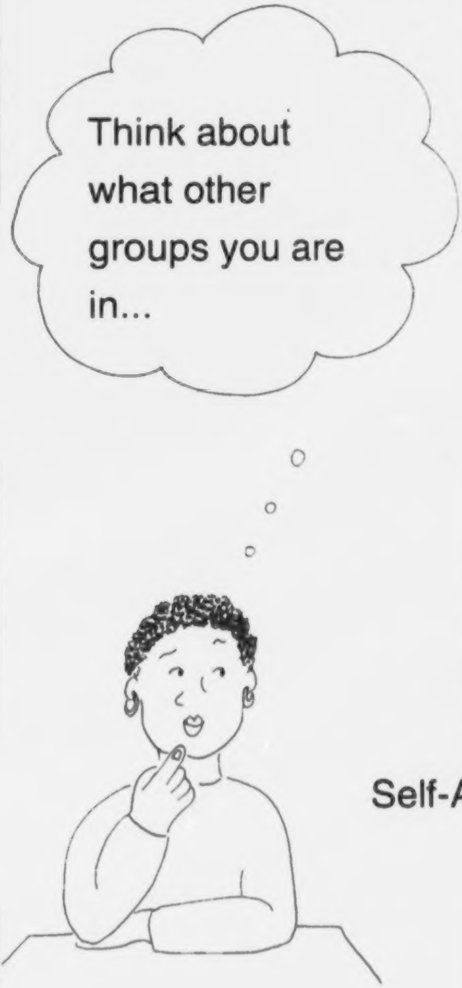
- Say why you want to do the course.

Handout 2

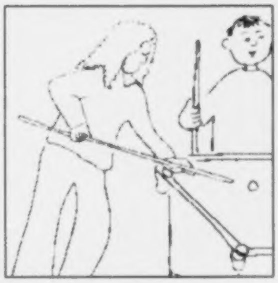
Being in a group



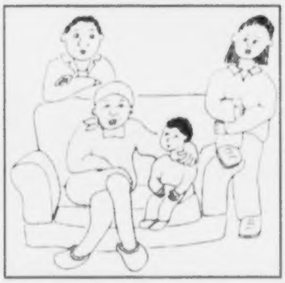
Work groups



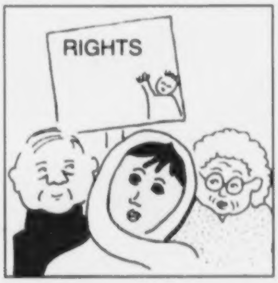
Think about what other groups you are in...



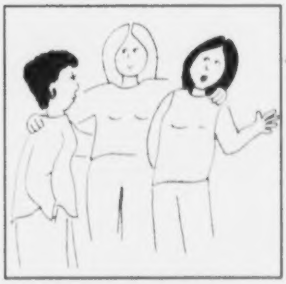
Social Clubs



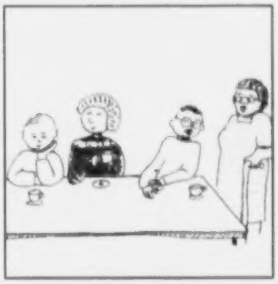
Family



Self-Advocacy groups



Friends

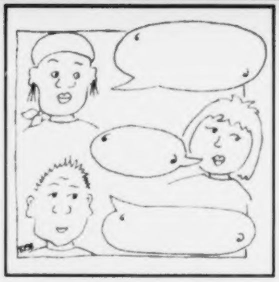


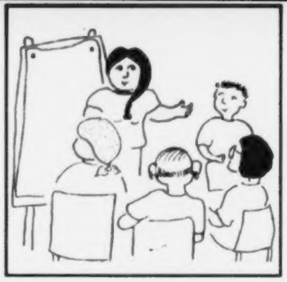
Day Centre groups

Handout 3

Being in a group

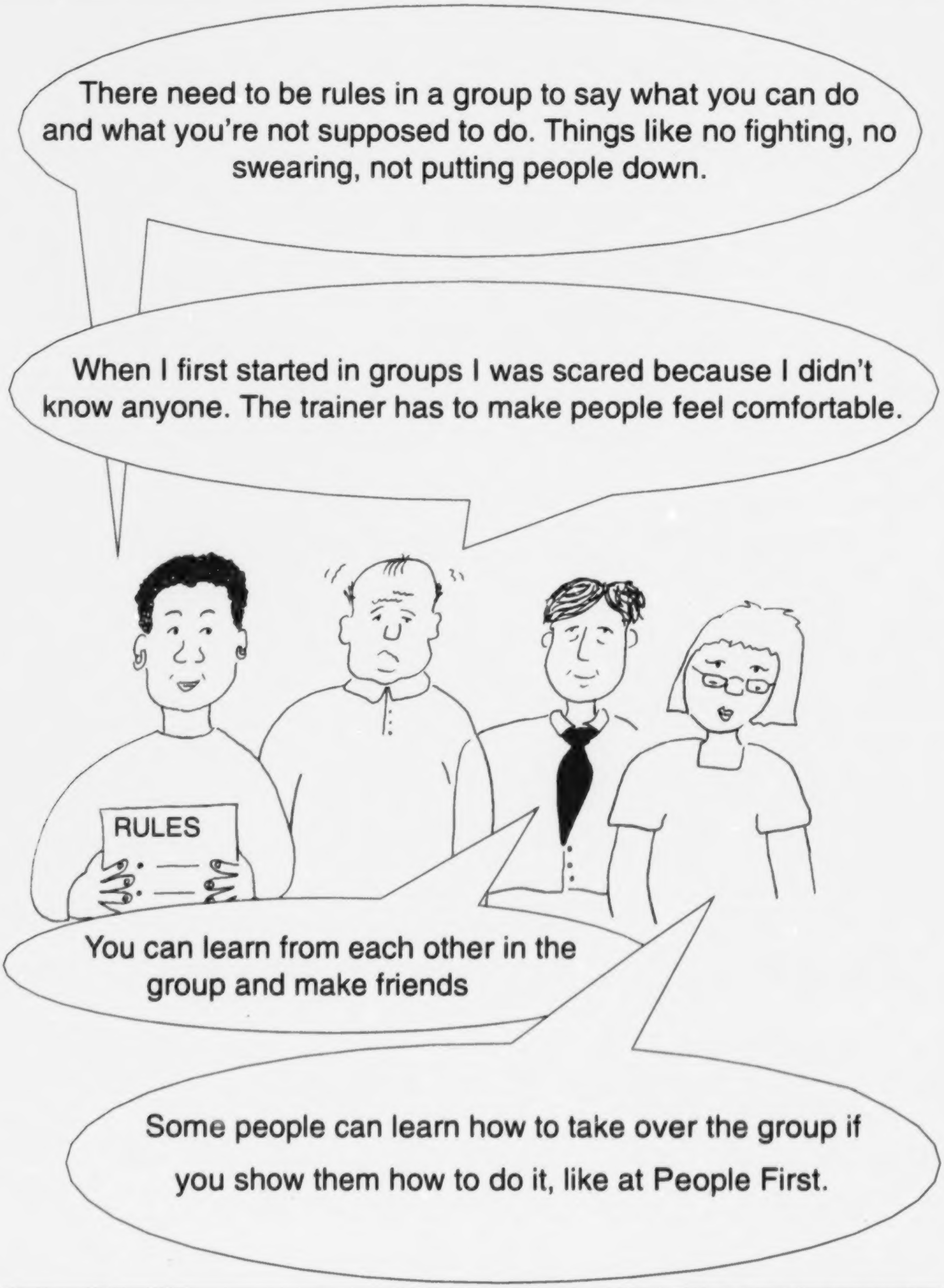
What is good about being in a group? ☑	What is hard about being in a group? ☒

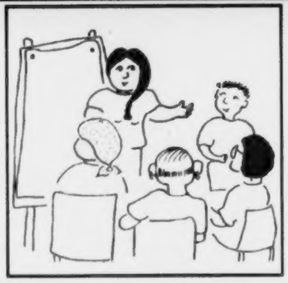




What people say

Being in a group


There need to be rules in a group to say what you can do and what you're not supposed to do. Things like no fighting, no swearing, not putting people down.
When I first started in groups I was scared because I didn't know anyone. The trainer has to make people feel comfortable.
RULES
You can learn from each other in the group and make friends
Some people can learn how to take over the group if you show them how to do it, like at People First.

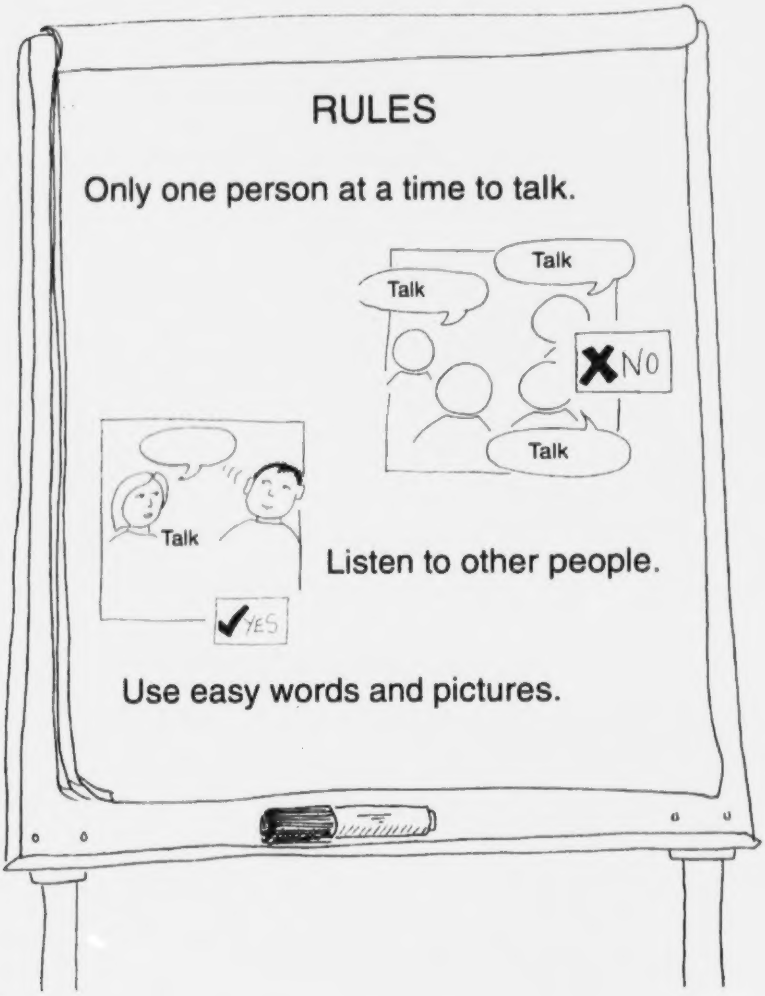


Being in a group

Think about the group you are in now. Make a list of rules for the group.

Your tutor will put these on the flip chart.

These could include things like...

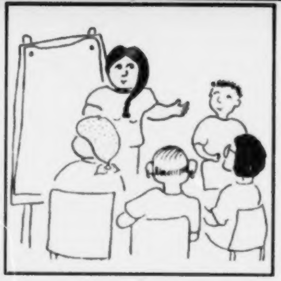


RULES

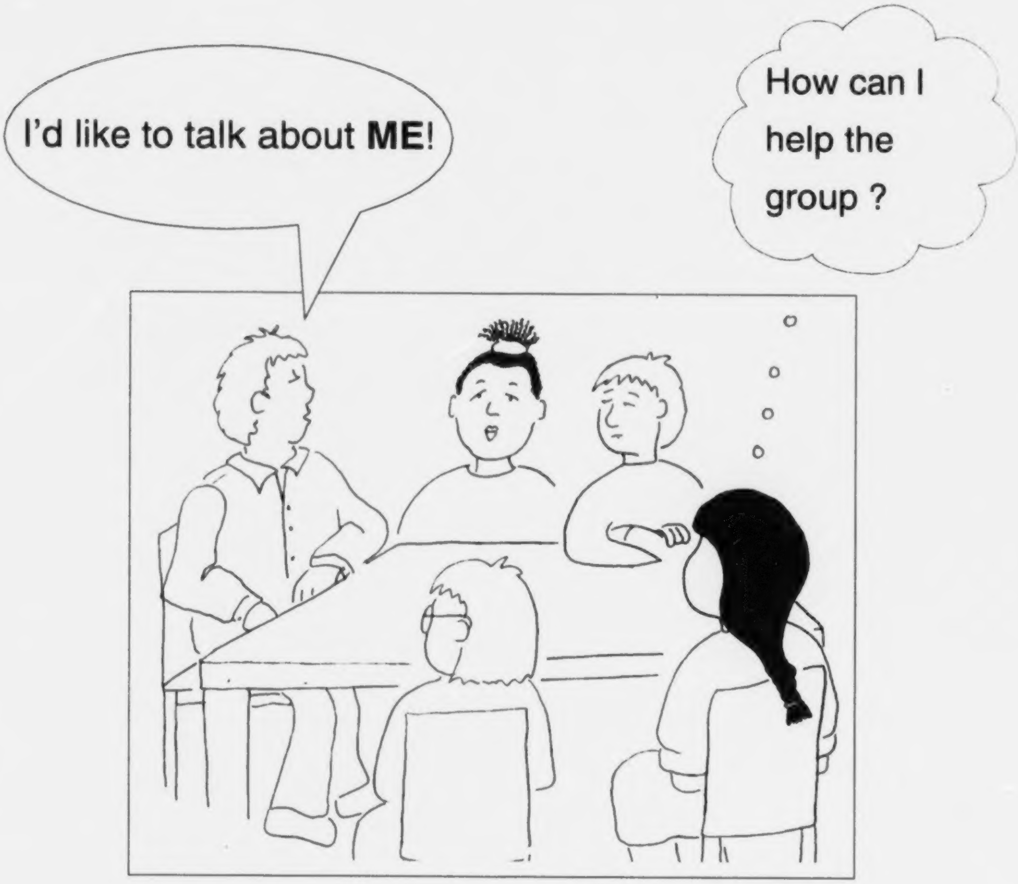
Only one person at a time to talk.

Listen to other people.

Use easy words and pictures.



Being in a group



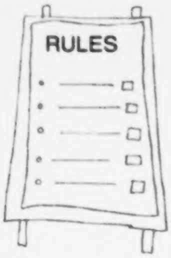
I'd like to talk about **ME**!
How can I help the group ?

Can you think about the best way of helping a group where:

- Someone is loud and talks all the time?
- Or where someone is quiet so they don't say anything?

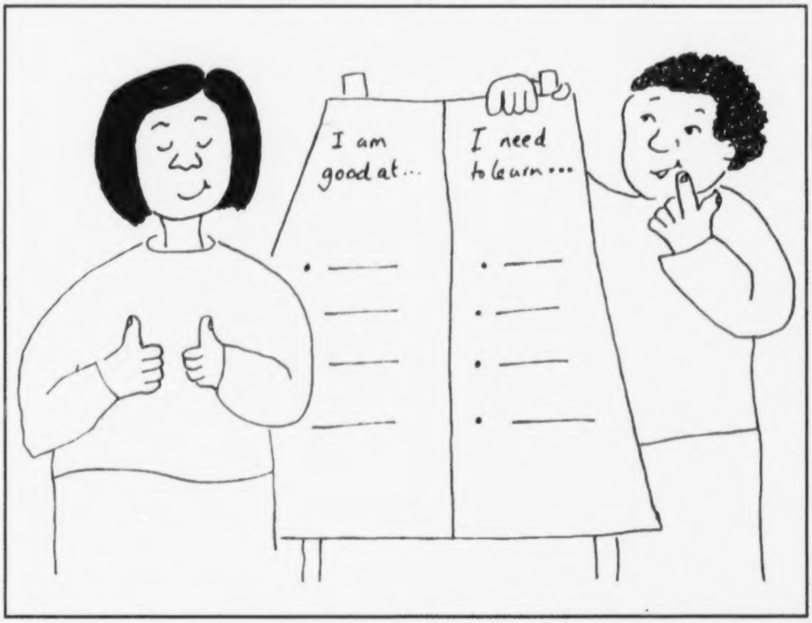
Checklist

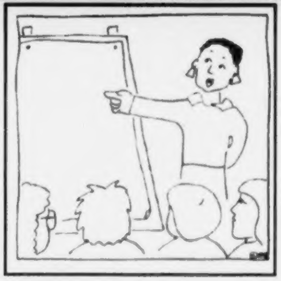
Being in a group

	I have talked about what is good and what is hard about being in a group.	Signed Date
	I have thought about different groups I am in.	Signed Date
	I have made a list of rules for being in this group.	Signed Date

Module 3

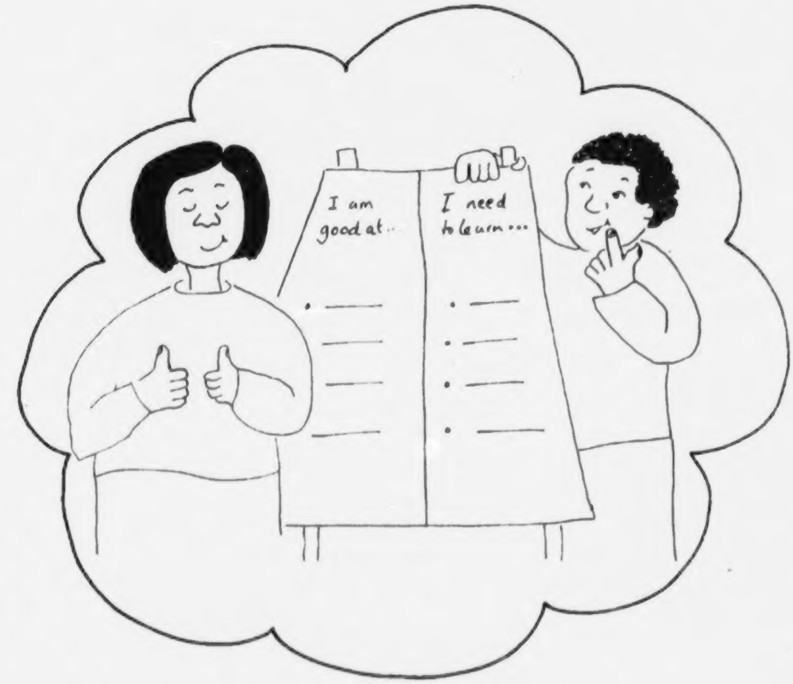
I can and I want to: self-assessment


I am good at...
I need to learn...



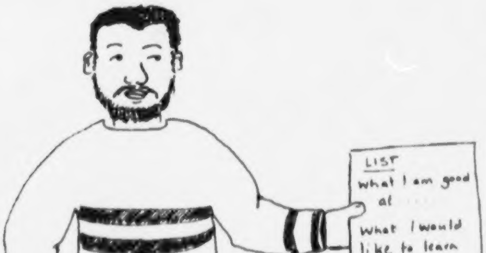
What you will learn

I can and I want to...


I am good at..
I need to learn...

- You will think about what you are good at and what you would like to learn.

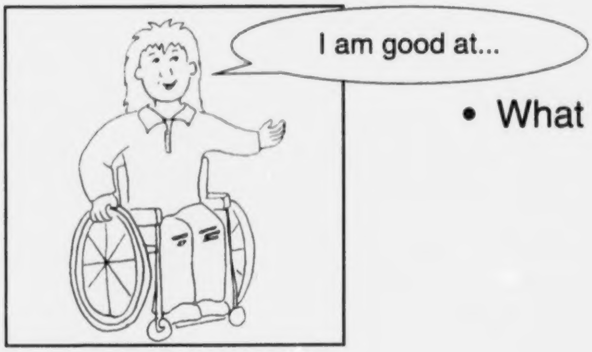
- You will talk about what you are good at and make a list, with help if you want it.


LIST
What I am good at
What I would like to learn

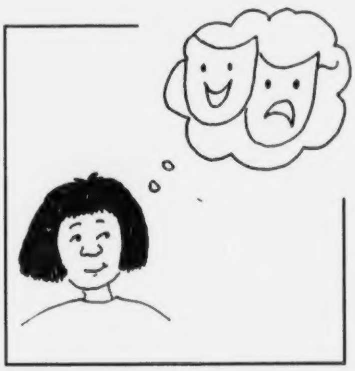
Notes for staff

I can and I want to...

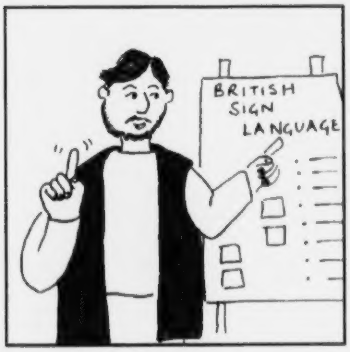
This module is based on self-assessment. It should help people to think about:



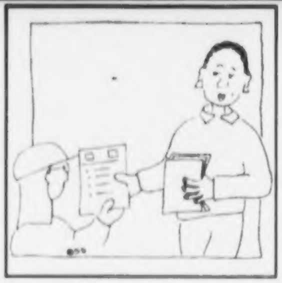
- What they are good at.

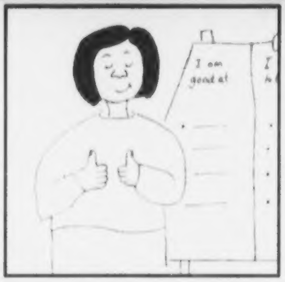


- What skills they need to learn.


BRITISH SIGN LANGUAGE

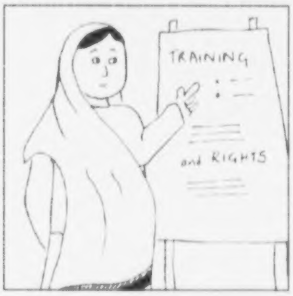
- If people already have certain skills, they can help present later sessions.

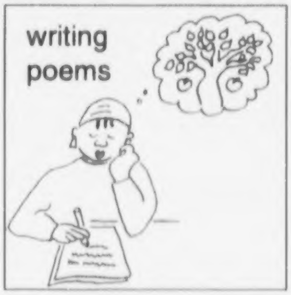


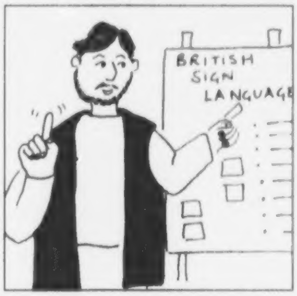


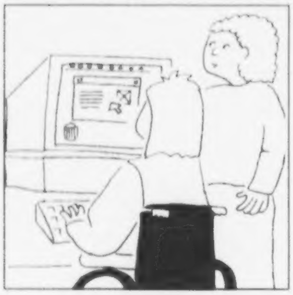
Handout 1

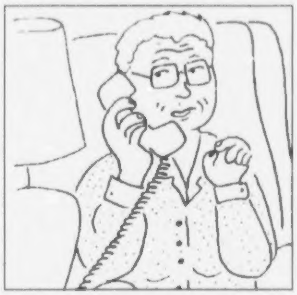
I can and I want to...


TRAINING
and RIGHTS

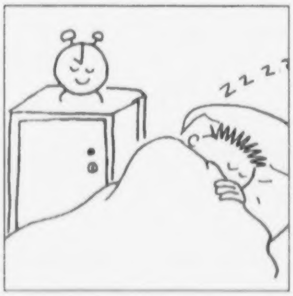

writing
poems

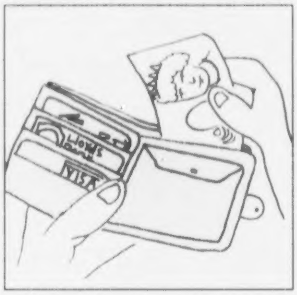

BRITISH
SIGN
LANGUAGE

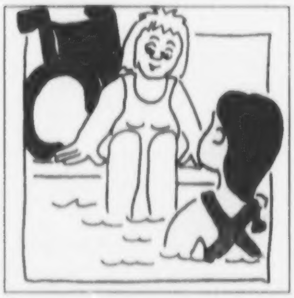


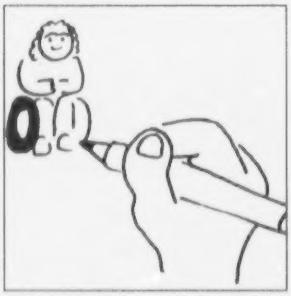


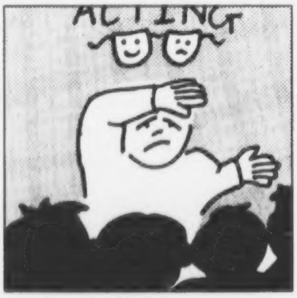
We are all good at different things.
What are you good at?





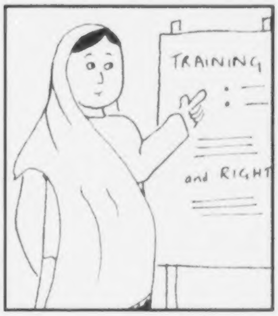




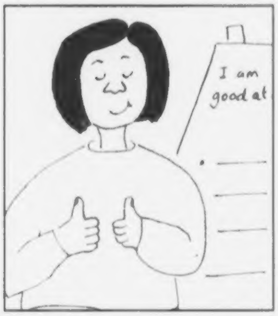


Handout 2

I can and I want to...


TRAINING
and RIGHT

What do you think you need to be good at to do training?

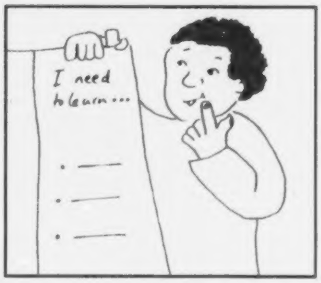


What things are you good at to do with training?

Handout 3

I can and I want to...

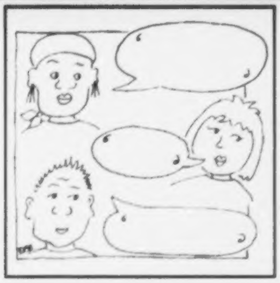
What do you need to learn to help you do training?


I need to learn...

How could you get these skills?

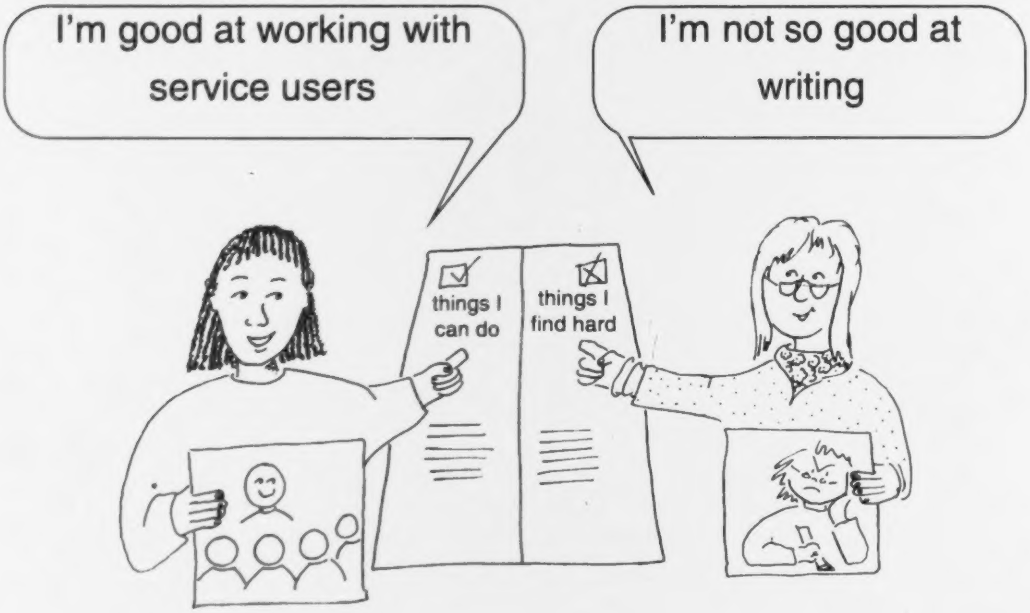
What skills have you got that you can teach other people?

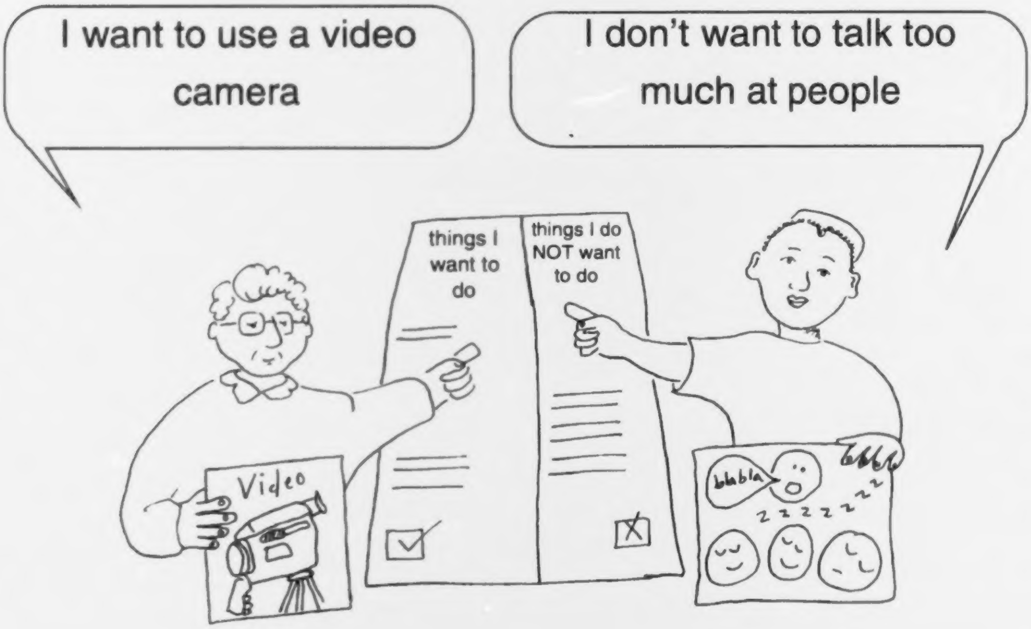
BRITISH SIGN LANGUAGE



What people say

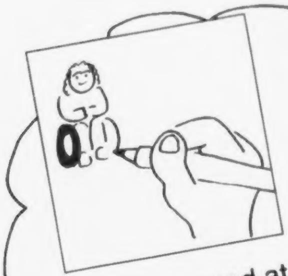
I can and I want to...


I'm good at working with service users
I'm not so good at writing
☑ things I can do
☒ things I find hard

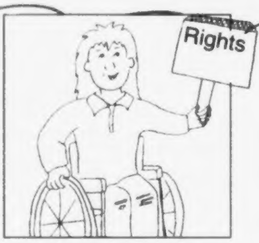

I want to use a video camera
I don't want to talk too much at people
things I want to do
things I do NOT want to do
☑
☒
Video
blabla
z z z z z z z

In the group

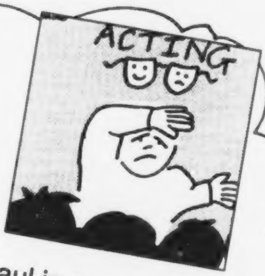
I can and I want to...



Sonia is good at drawing.

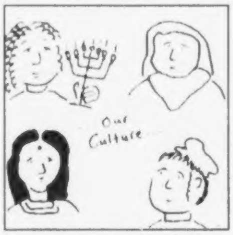


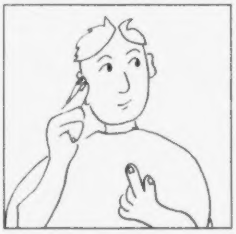
Joanna knows about Rights.

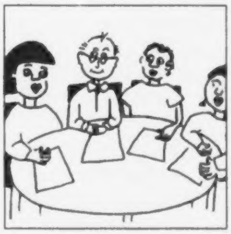


Paul is good at drama.

I'd like to learn...


Our
Culture





Think of things that people are good at that could be used in training.

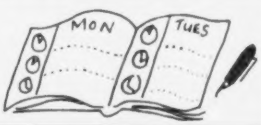
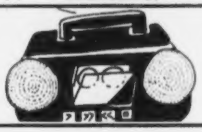
Think of things you would like to learn to help you in your training.

Your tutor will put this on a flipchart.

About you 1

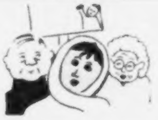
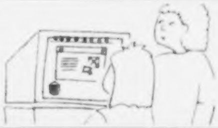
I can and I want to...

With help from the tutor or a friend, see if you can fill this form in. All sorts of different skills can be used in training. But don't worry, you don't have to be good at everything!

	☑	I can	I want to
	Talk in a group		
	Use a diary		
	Go to a meeting		
	Give a talk with support		
	Do drama and acting		
	Work a video machine		
	Work a tape machine		

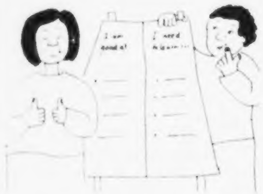
About you 2

I can and I want to...

	Use a photocopier		
	Work an overhead projector		
	Use a flipchart to write or draw on		
	Do filing		
	Use Sign Language		
	Interview people		
	Write poems		
	Tell people about Self-Advocacy		
 	Tell people about Our Rights		
	Use a computer		

Checklist

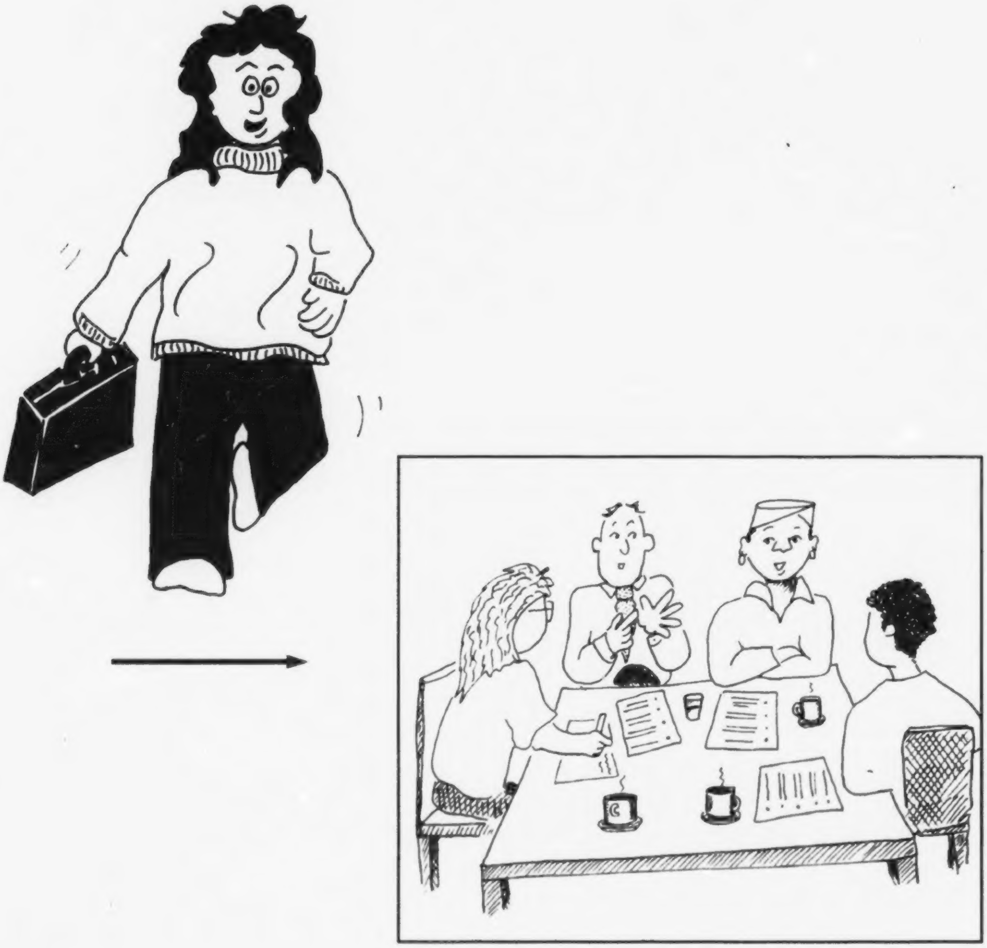
I can and I want to...

 I am good at I need to learn...	I have thought about what I am good at and what I would like to learn.	Signed Date
	I have talked about this and filled in a list, with help if needed.	Signed Date

Module 4

Going to a meeting

Going to a meeting

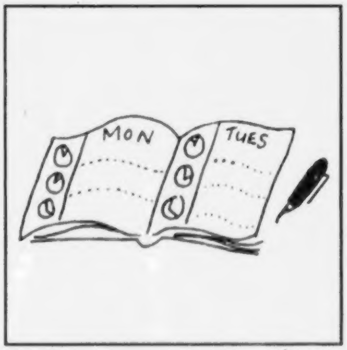


This will help you think about what makes meetings good or bad.

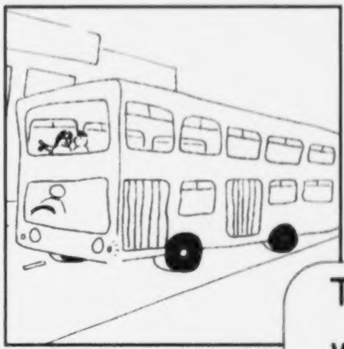
You will make your own list of what makes a meeting good for you.

Going to a meeting

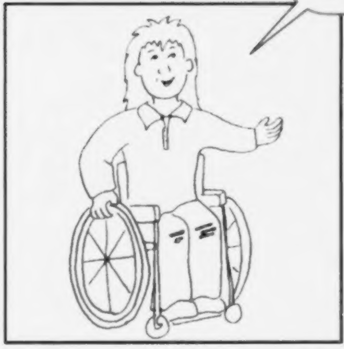
This module looks at different parts of going to a meeting...



- Setting a date.



- Getting there.

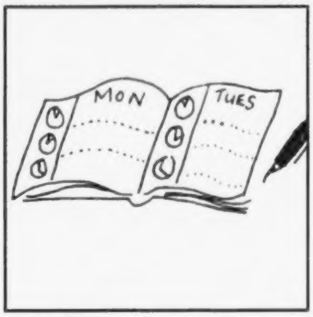

This is what I want to say...

- Saying what you want to.

Handout 1

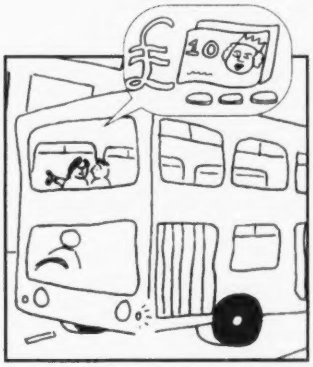
Going to a meeting

Things to think
about...
Before the meeting



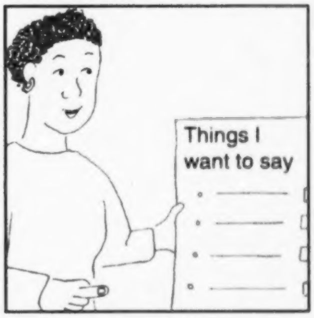
Remember the date

You can put it on a calender or in a diary.



Getting there

If you need help with this, tell people. Ask if you can have money for fares for the bus, train, tube or taxi. You can say, “Can I have travel expenses?”

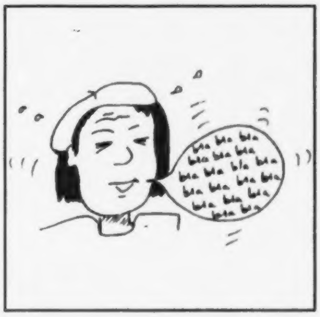

Things I want to say

Getting ready

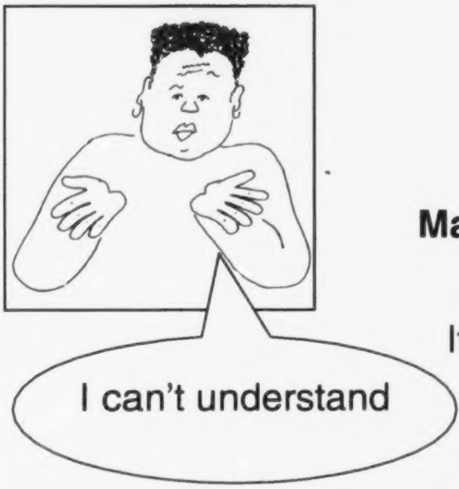
Have a look at the agenda and think about what you want to say before you go.

Handout 2

Going to a meeting

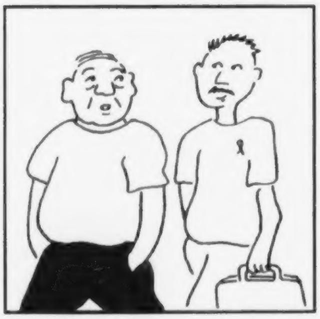


Things to think about...
When you get there!



Making sure you understand

If people use long words you can say things like, "I can't understand. Can you say that in a different way?"



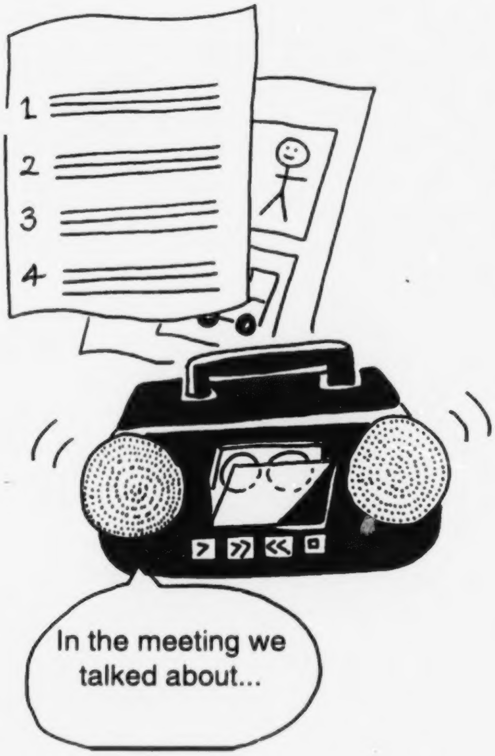
Getting support

Some people take a support worker to help them feel more confident.

Handout 3

Going to a meeting

Things to think
about...
After the meeting

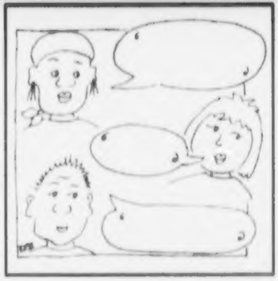


1
2
3
4
In the meeting we talked about...

Having notes of a meeting is a good way to remind you of what is being said.

You may want to ask for notes:

- in large print
- on tape
- with pictures

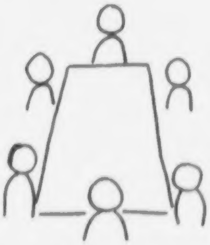


What people say 1

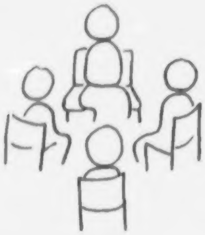
Going to a meeting

I started going to meetings when I got my new job.

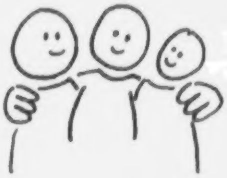
There are different sorts of meetings....



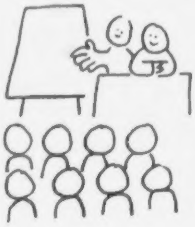
Business meetings



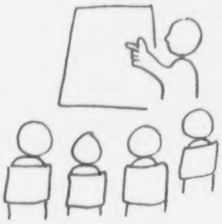
Team meetings, meetings at work



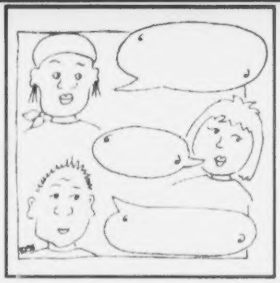
Meeting friends



Conferences



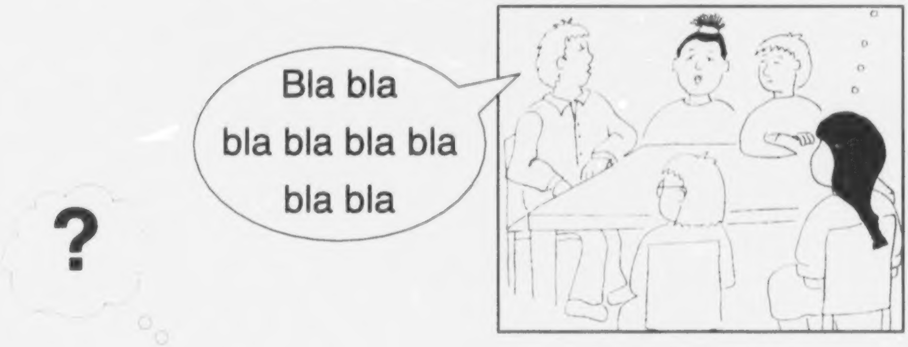
Training



What people say 2

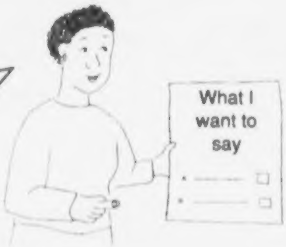
Going to a meeting

Some people don't get to the point. Some people go to meetings and meetings and meetings and nothing gets done.


Bla bla
bla bla bla bla
bla bla
?

One of my main fears is understanding what people are talking about.

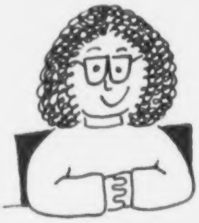
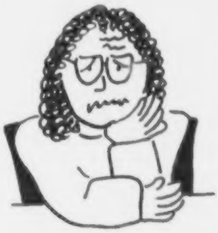
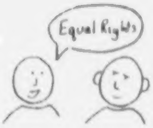
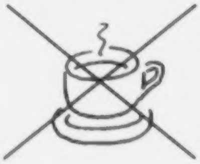
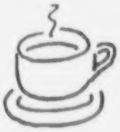
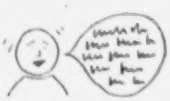
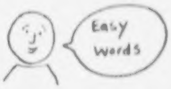
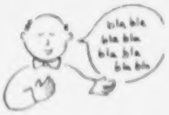
Sometimes I get confused and frustrated in big meetings. When I meet with so-called "professionals", I need to be prepared and clear about what I am going to say.


What I want to say

In the group

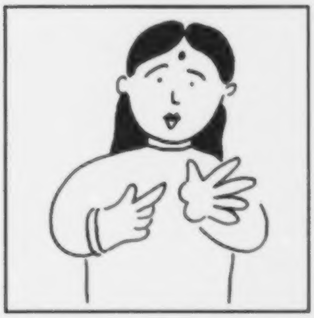
Going to a meeting

- Think of meetings you have been to that were good and worked well. What was good about them?
- Think of a meeting that you have been to that was bad or hard. Why was it bad?
- Say things that help make meetings good or bad for you. Your tutor will write them down for you in two lists like this...

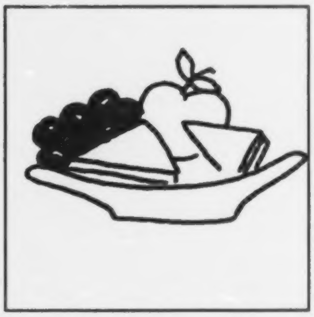
 Good meetings	Bad meetings 
 People listen	 No drinks
 Tea and coffee	 People talk too fast
 Easy words	 bla bla bla bla bla bla bla bla Long words and jargon

About you

Going to a meeting



Sign Language Interpreter

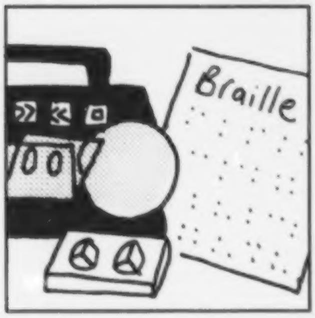


Special diet

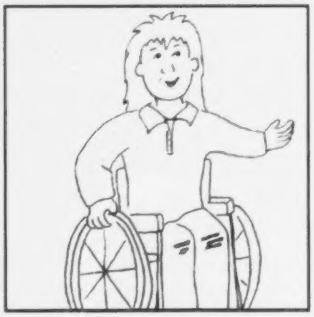
You have talked about what makes meetings good and bad for everyone.

Now think about what **YOU** need to make meetings work for you.

Here are some ideas of things that people have asked for...



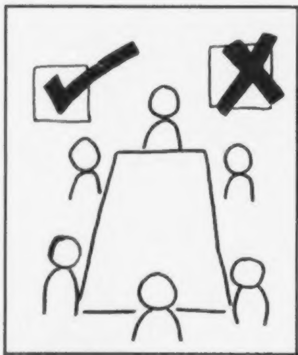
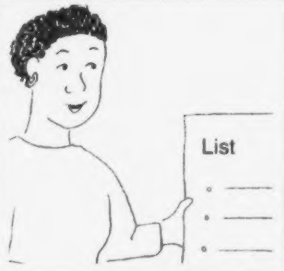
Notes on tape or in Braille



Access for people who use wheelchairs

Checklist

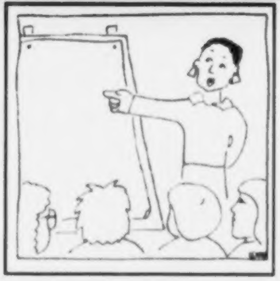
Going to a meeting

	I have talked about good and bad meetings.	__________ Signed __________ Date
	I have made a list to help make meetings good for me.	__________ Signed __________ Date

Module 5

Let's relax

To you Richard...



To you Richard

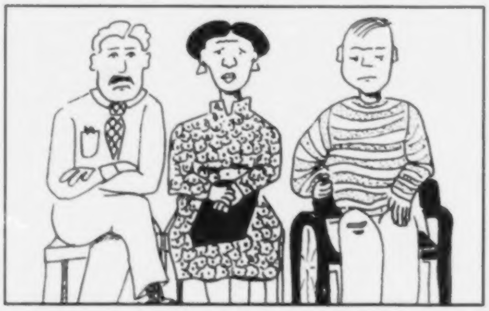
What you will learn

Let's relax

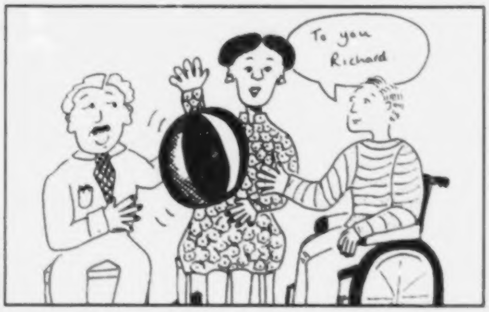
Ice-breakers are like games. You can use them when you start a new group to help people feel relaxed.

You will learn about different sorts of ice-breakers.

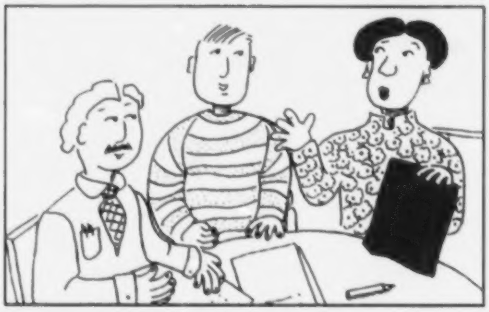
You can try some out and decide which ones you like to use.



New group...



Ice breaker...



Relaxed group!

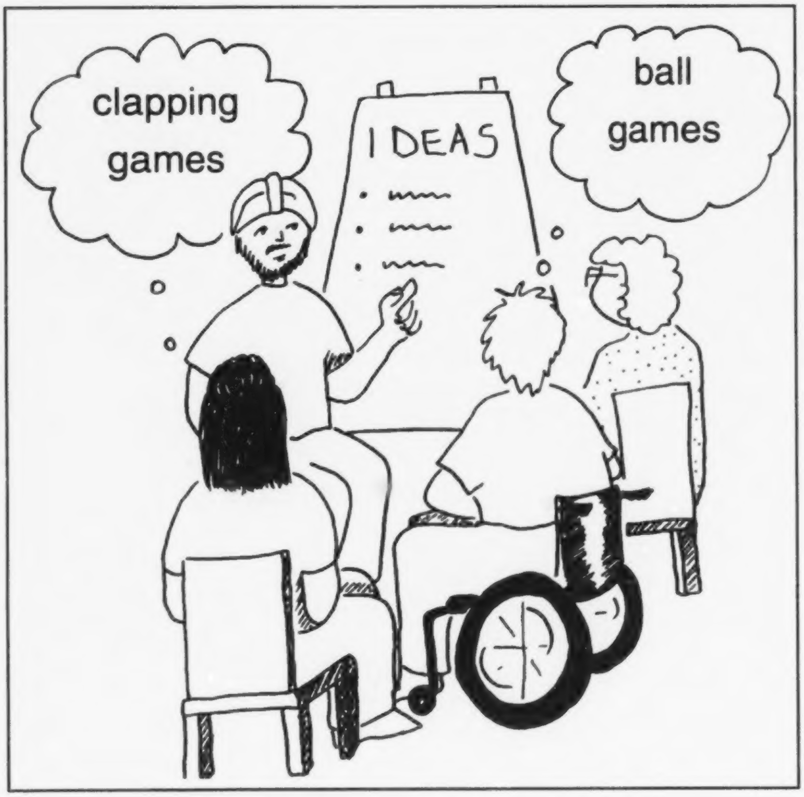
To you Richard.

Notes for staff

Let's relax

Ice-breakers are a good way to start a session. Everyone has their own way of doing ice-breakers with favourite ones to use.

You and the group can think of others as well as the ones listed here.


clapping games
IDEAS
ball games

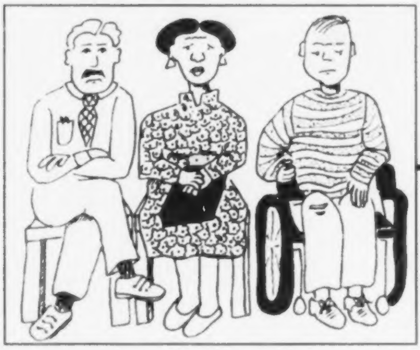
To you Richard

Handout 1

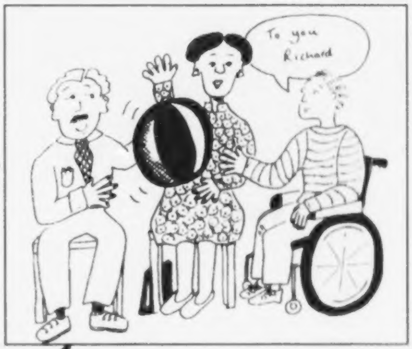
Let's relax

What is an-ice breaker?

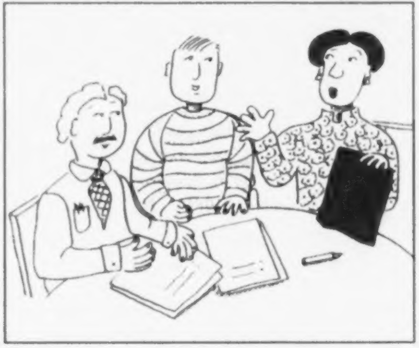
An ice-breaker is a way of helping a new group of people to feel relaxed with each other. It is called an ice-breaker because when you start to feel relaxed with someone new, you say you have "broken the ice". It is nothing to do with fridges or ice cubes!



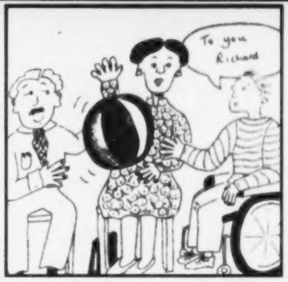
New Group...



Ice-breaker...



Relaxed group!



Handout 2

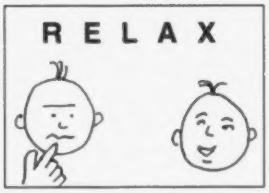
Let's relax

When do you use an ice-breaker?

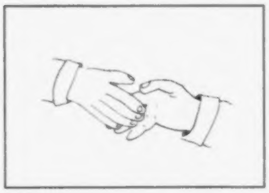
At the start of a new group or training session

Why do you use an ice-breaker?

It's good to do one because:

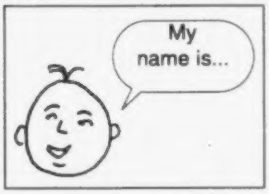


- It can be fun



- You can find out each other's names

- It helps people to get to know each other a bit



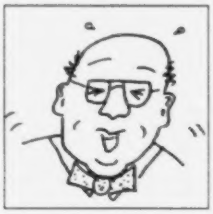
- It helps people to relax.

To you Richard

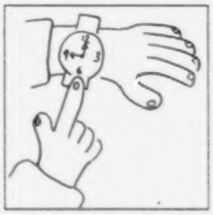
Handout 3

Let's relax

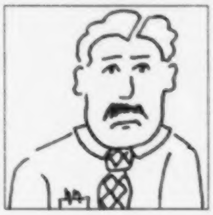
What makes an ice-breaker good?



- It should be fun



- It should be short



- It should not be threatening or make you worried or nervous

To you Richard

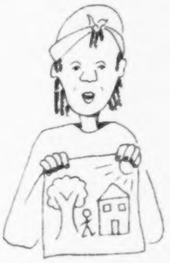
Handout 4

Let's relax

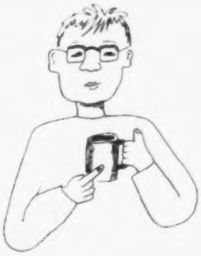
Some ice-breakers

You can try these out in the group work.

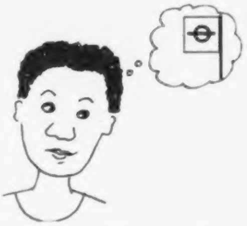
Say your name and one thing about yourself. For example:



My name is Clare and I like drawing.

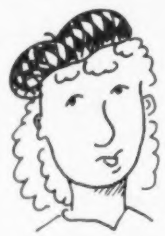


My name is Andy and I drink lots of coffee.

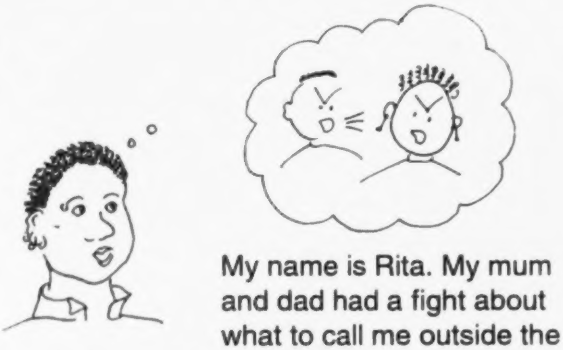


My name is Jackie and I came here by bus.

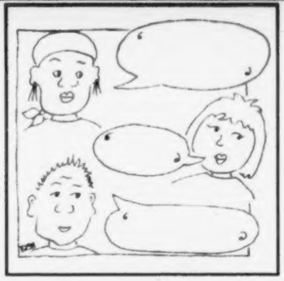
Say your name and one thing about your name...



My name is Jeannie and it's a Scottish name.

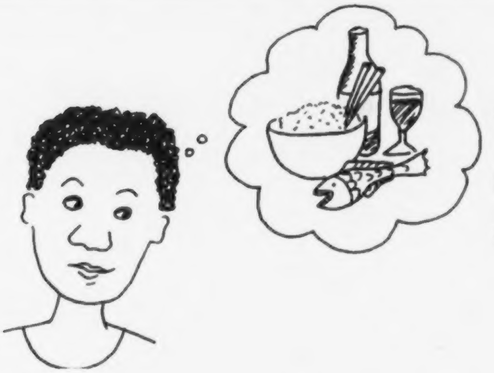


My name is Rita. My mum and dad had a fight about what to call me outside the church!

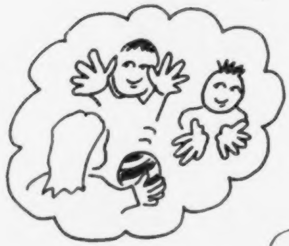


To you Richard

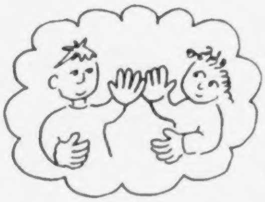
Let's relax

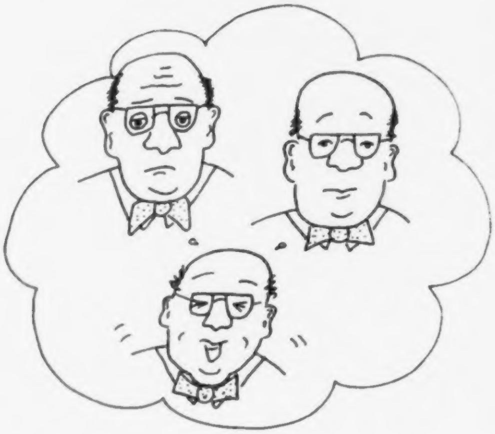


"One ice-breaker I like doing is, What is your name and what is your favourite food? "



"I like playing piggy-in-the-middle or copycat".



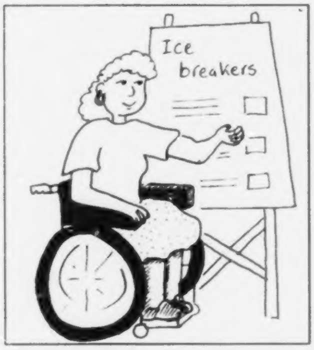


"Managers don't like doing ice-breakers. They think it's silly but I make them do it because they need to be relaxed. They don't always need to be serious in a conference. Deep down some of them enjoy it. I see a smile on their faces!"

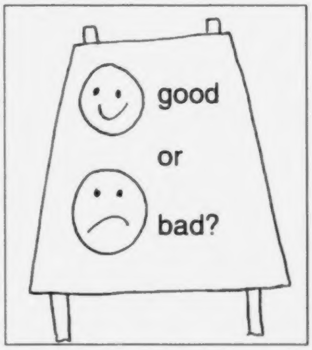
To you Richard

In the group

Let's relax

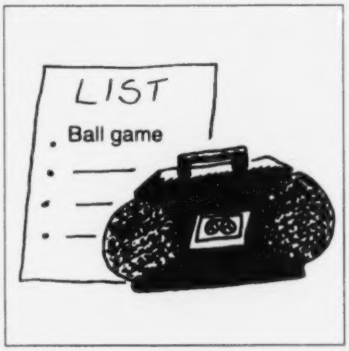

Ice breakers

Try out two of the ice-breakers in the handout.

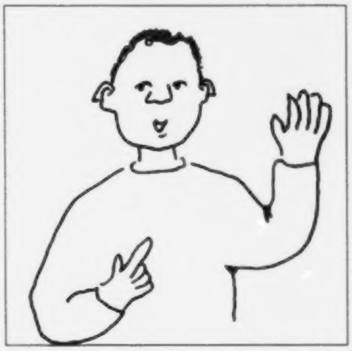


How did it go?

Have you done other ice-breakers the group could try?


LIST
Ball game

Make a list or tape of the ones to try with help from your tutor.

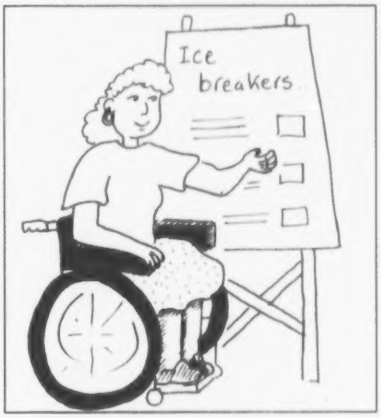


Take turns to try different ones out.

To you Richard

About you

Let's relax


Ice breakers

- Which was the best ice-breaker you tried?

- Why was it the best?

- Practise asking people to do it.

- Do you feel you could do this with a group?

To you Richard

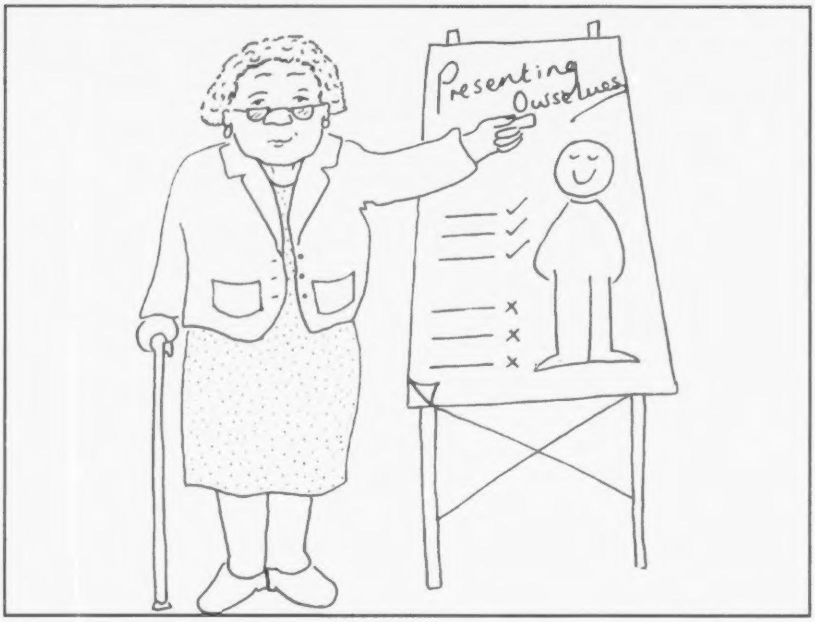
Checklist

Let's relax

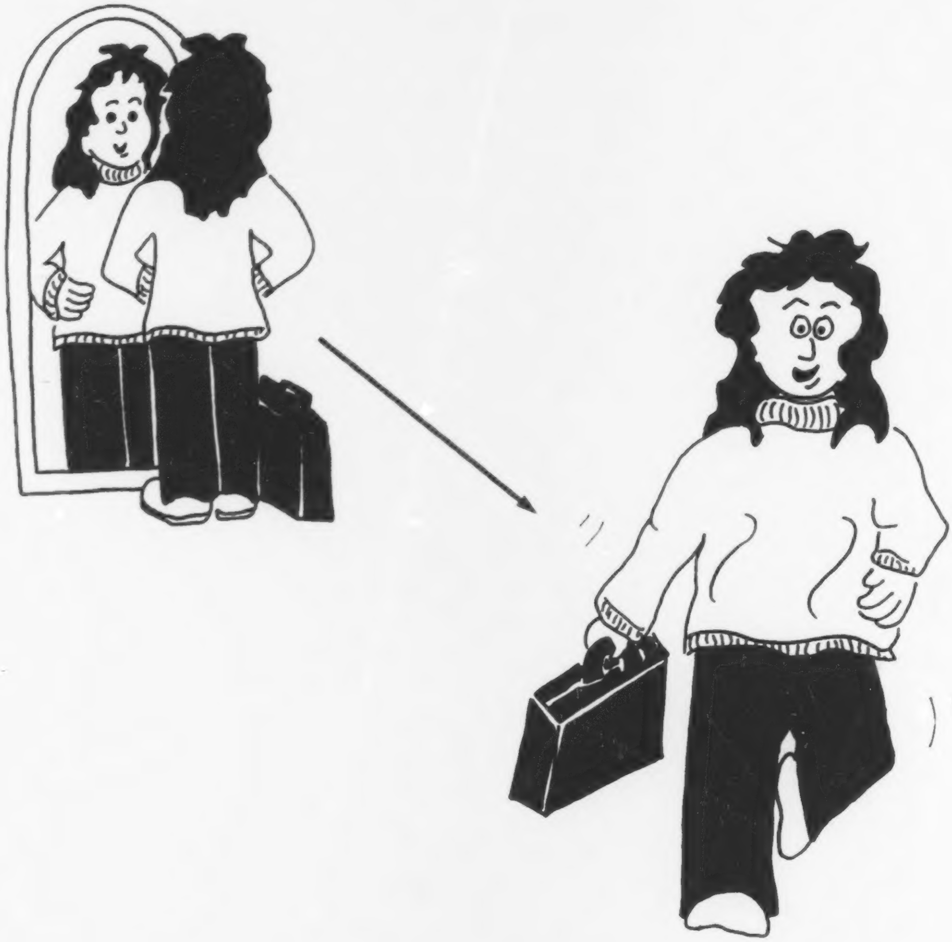
	Do you know what an ice-breaker is for?	Signed Date
Ice breakers	Have you tried out at least two ice-breakers?	Signed Date
	Have you decided which one(s) you like and could think about doing?	Signed Date

Module 6

Presenting ourselves


Presenting Ourselves

Presenting ourselves

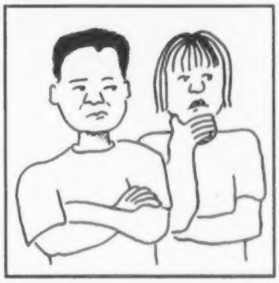


- When you give a talk or go to a meeting, you need to think about how you look and sound.
- You will talk about what is important and write or tape things you want to remember.
- You will also practise introducing yourself.

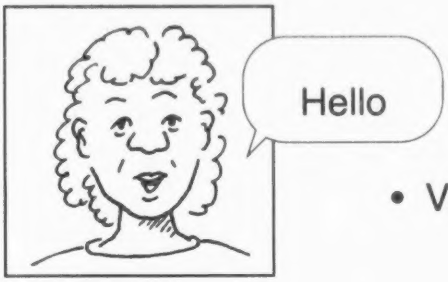
Notes for staff

Presenting ourselves

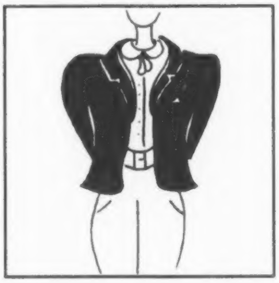
Self presentation can relate to...



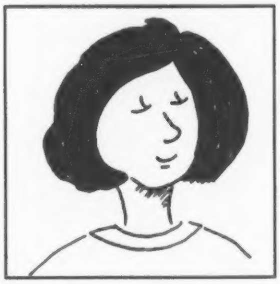
- Body Language



- Voice



- Dress

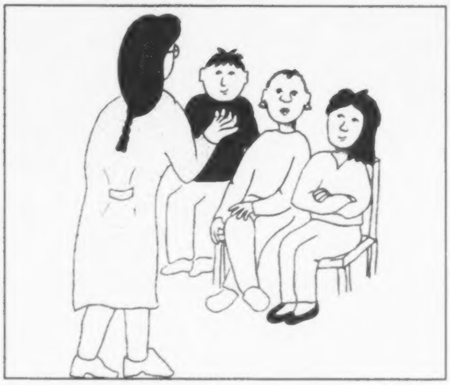


- Confidence.

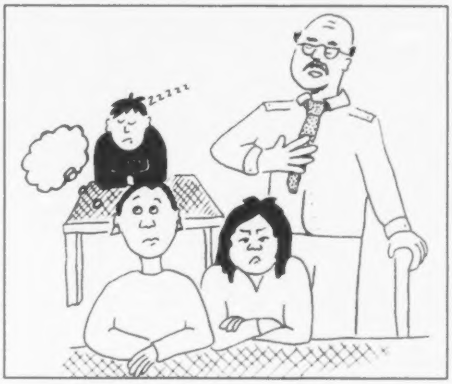
This module should help people think about what is important when they are giving a presentation.

Handout 1

Presenting ourselves



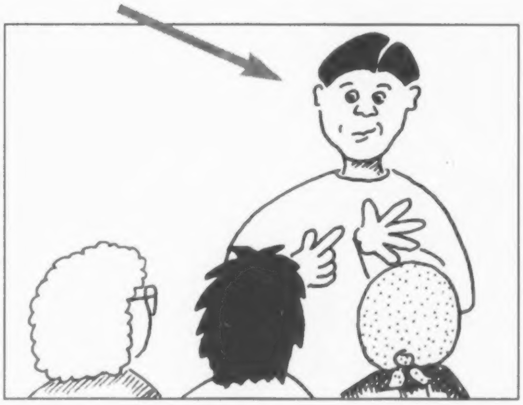
Being listened to



Being ignored

When you talk to people, the way you sound or look can make the difference between being listened to or being ignored.

Look at people when you talk to them



Making eye contact is important.

If you are talking, or signing to a big group, look around the room so you can see if people are watching and listening or falling asleep!

Handout 2

Presenting ourselves

Be confident

Remember that you know more about what you are saying than anyone else.

Make sure your voice is loud enough

- Get friends to go to the back of the room and see if they can hear you.
- If you have a small voice, you can ask for a microphone. If you do this you will need to practise with it.

My Presentation

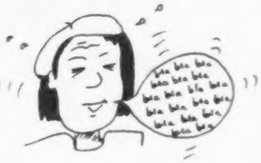
Or make sure your signing is clear

- Get friends to go to the back of the room and see if they can see you.

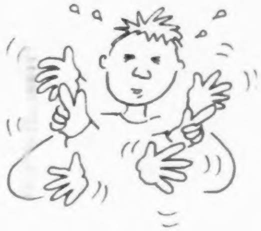
Handout 3

Presenting ourselves

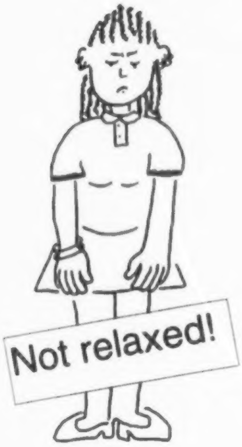
Talk or sign slowly

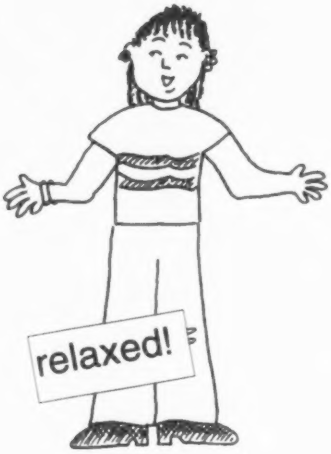


It is easy to rush when you feel nervous.

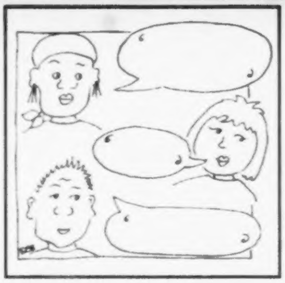


Wear something you feel comfortable in


Not relaxed!



It is hard to relax if you are worried about what you are wearing.

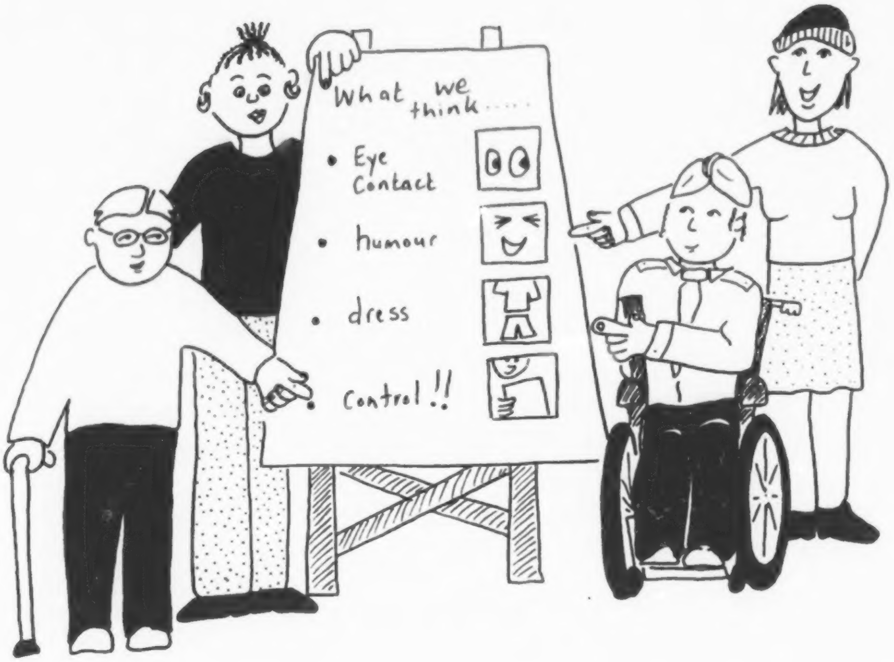


What people say

Presenting ourselves

"It is good to have eye-contact all the time and good to say, 'Do you understand?'"

"You need to have a good sense of humour so people know it's alright to laugh!"

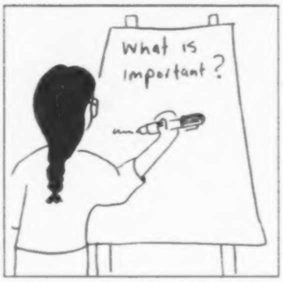


" I would like to come over as someone who understood what was going on but who is prepared to be strong if something is getting out of control."

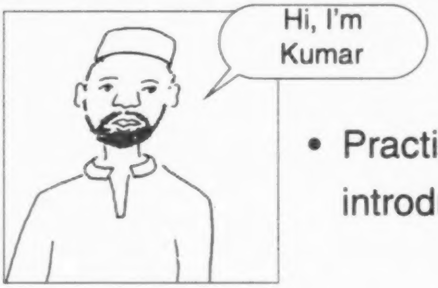
"If you're going to a meeting, be as you are but try to be presentable, because professionals look down on how some people look."

In the group

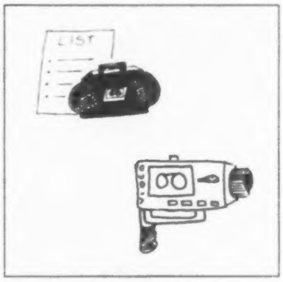
Presenting ourselves


What is important?

- Talk about what you think is important about presenting yourselves. Your tutor will help you make a list on a flip chart.



- Practise coming into the room and introducing yourselves to the group.



- You could tape record your introductions. If you have a video, you could video your introductions and watch it.

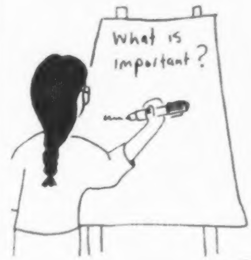
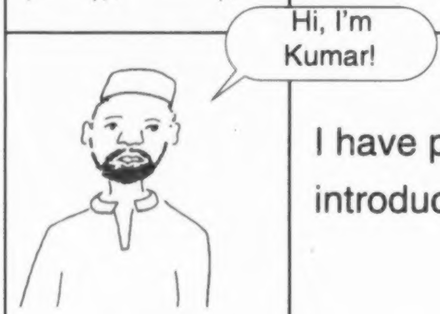
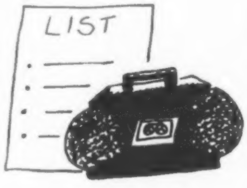
- How do you think you came across?

Presenting yourself

Make a list or tape of things you want to remember about presenting yourself

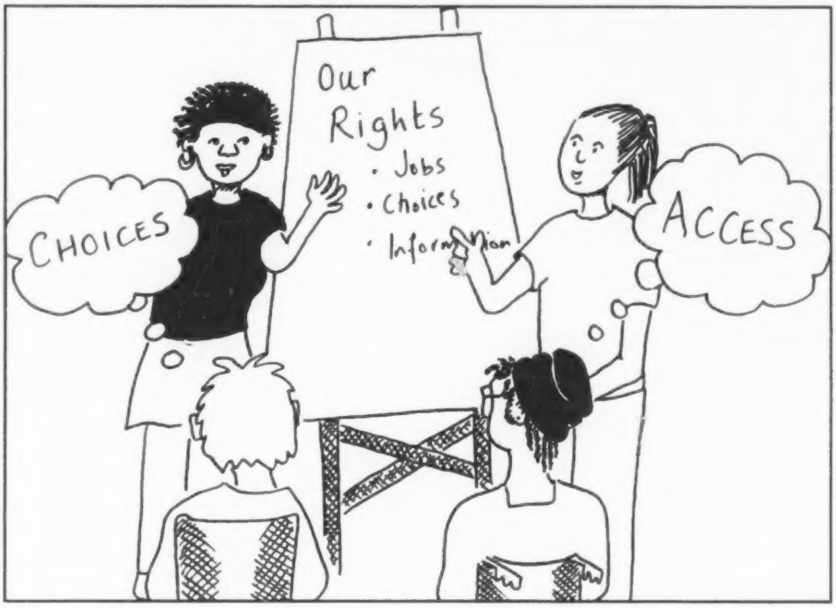
Checklist

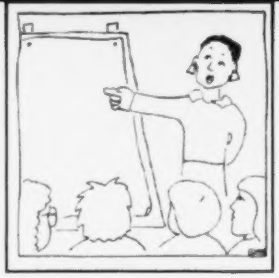
Presenting ourselves

 What is important?	I have talked about presenting myself.	Signed Date
	I have practised introducing myself.	Signed Date
	I have made a list or tape of things I want to remember about presenting myself.	Signed Date

Module 7

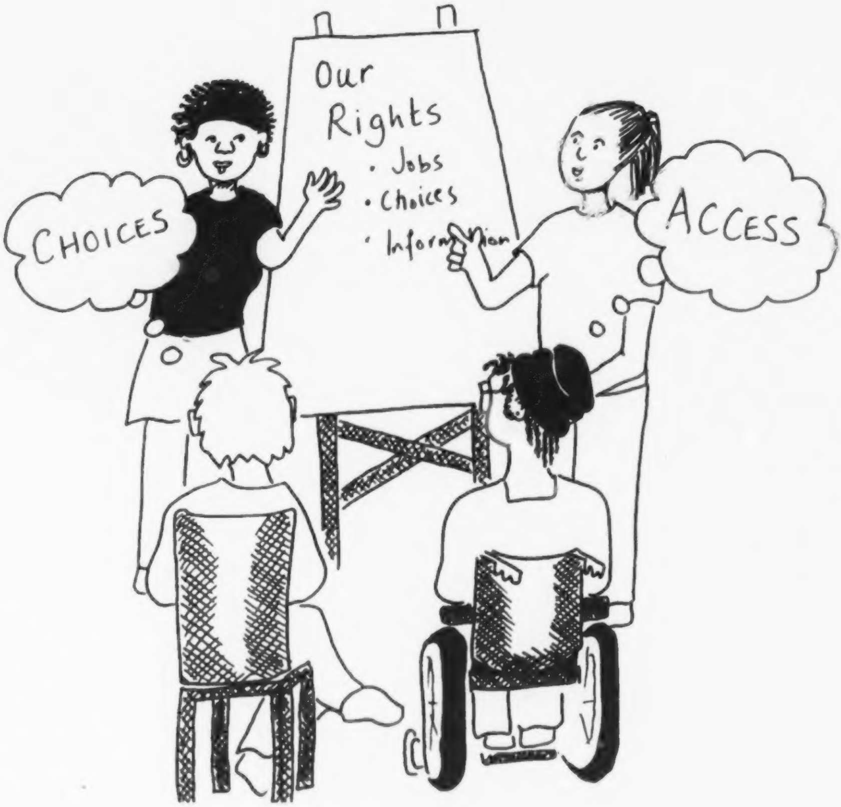
Our rights


Our Rights
· Jobs
· Choices
· Information
CHOICES
ACCESS



What you will learn

Our rights


Our Rights
• Jobs
• Choices
• Information
CHOICES
ACCESS

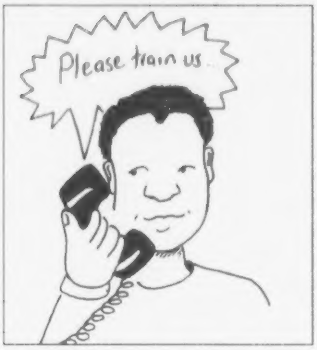
- You will talk about your rights and make a list or tape of them.

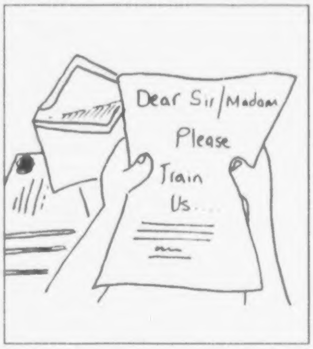
- You will think about why it is important for people to know about your rights.

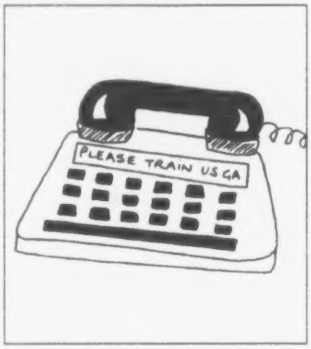
- You will think of ideas for training people about rights.

Notes for staff

Our rights

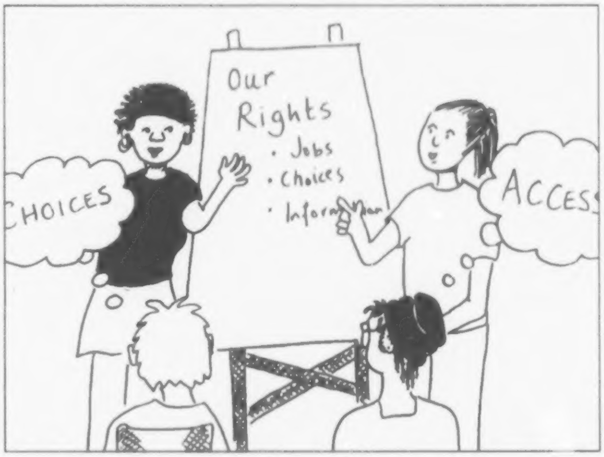

Please train us..


Dear Sir/Madam
Please
Train
Us....


PLEASE TRAIN US GA

- People with learning disabilities are often asked to do training about their rights.

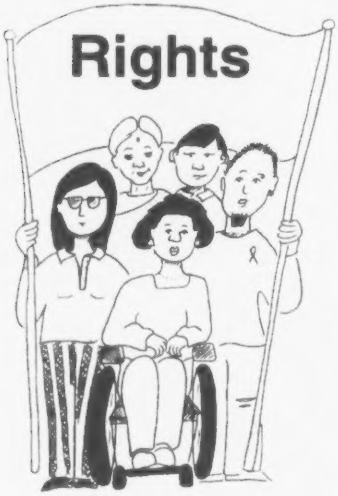
- This module asks people to think about what their rights are, and to think of different ideas of how to train other people about their rights.


Our Rights
· Jobs
· Choices
· Information
HOICES
ACCES

83

Handout 1

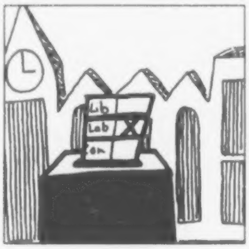
Our rights



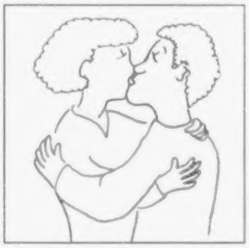
- People with learning disabilities have the same rights as other people.
- Rights is a word like choices.

What choices do you have?

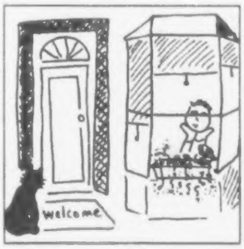
The way people with learning disabilities have been treated has sometimes made it hard for them to do things like...



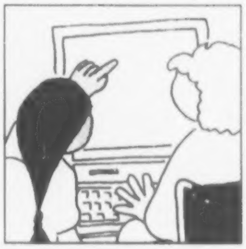
Vote



Get married or have a relationship



Live in an ordinary house

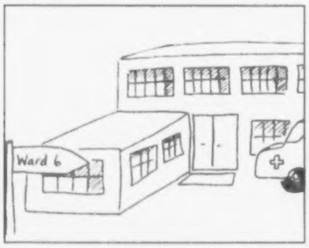


Have a job

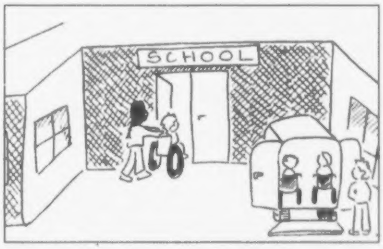
Handout 2

Our rights

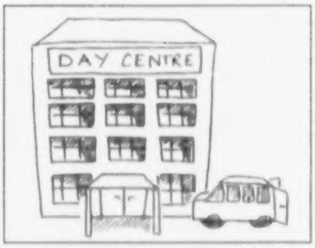
People with learning disabilities have sometimes been kept in places like...



Long-stay hospitals



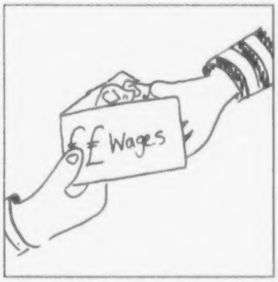
Special schools



Day centres

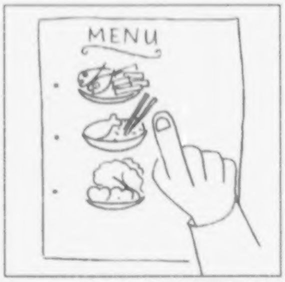
This has made it harder for people to be part of everyday life.

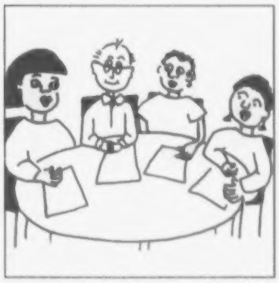
Some rights which people with learning disabilities have had to fight to get are...



getting paid a real wage

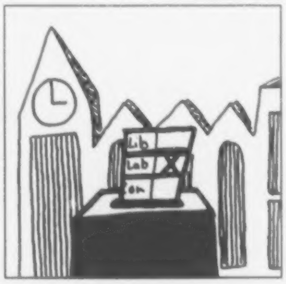
making choices

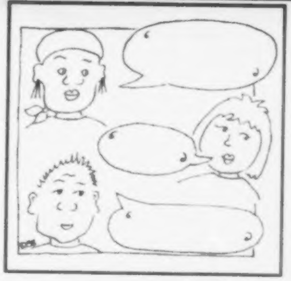


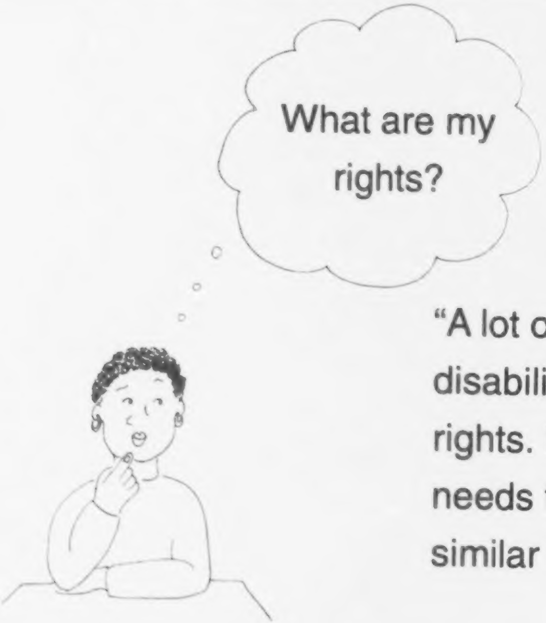


planning their own services

voting

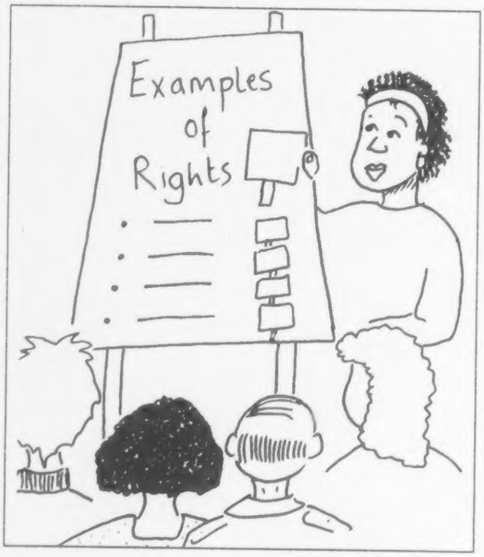

Lib
Lab
Con
X




What are my rights?

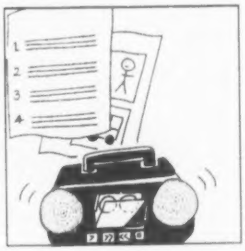
"A lot of people with learning disabilities don't know their rights. People with high support needs find it harder. Choice is similar to rights, I think."

"You need to give examples of what you think rights are because the views of staff, managers and people with learning disabilities can be totally different!"

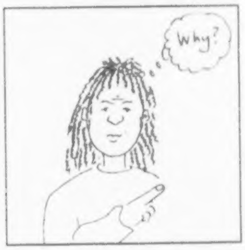

Examples of Rights

In the group

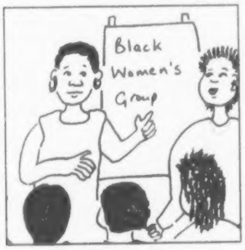
Our rights



- Make a list or tape of your rights.

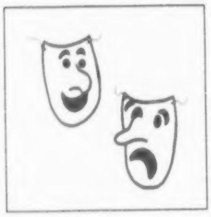


- Why is it important to tell people about your rights?

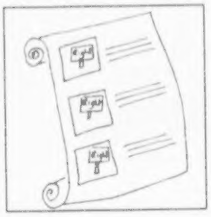


- What ways can you think of to train people about your rights or their rights?

Some ideas are....



Doing a sketch or a play.

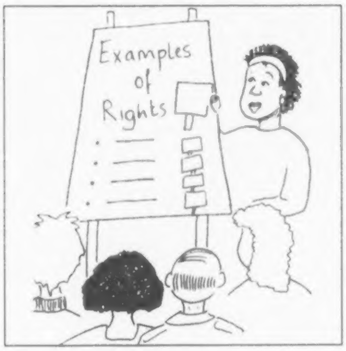


A list of rights is called a charter. Make your list of rights into a charter with pictures.

What other ideas can you think of?

About you

Our rights


Examples of Rights

How could you train people about your rights?

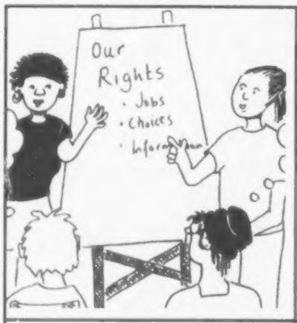
Think of one idea that you would be happy to try out.

Plan it with a friend...

Write your idea down or tape it.

Checklist

Our rights

 Our Rights · Jobs · Choices · Information	I have talked about my rights and made a list or tape of them.	Signed Date
	I have talked about why it is important for people to know about my rights.	Signed Date
	I have thought of ideas for training people about rights and put the idea on tape or in writing.	Signed Date

Module 8

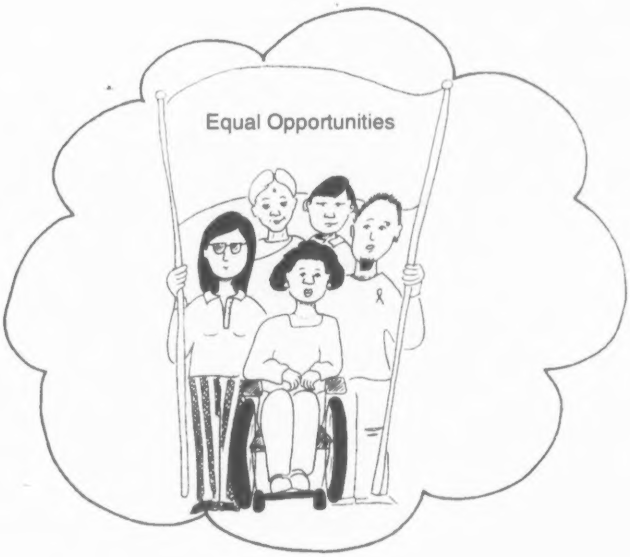
Make it fair

Equal
Opportunities

Make it fair

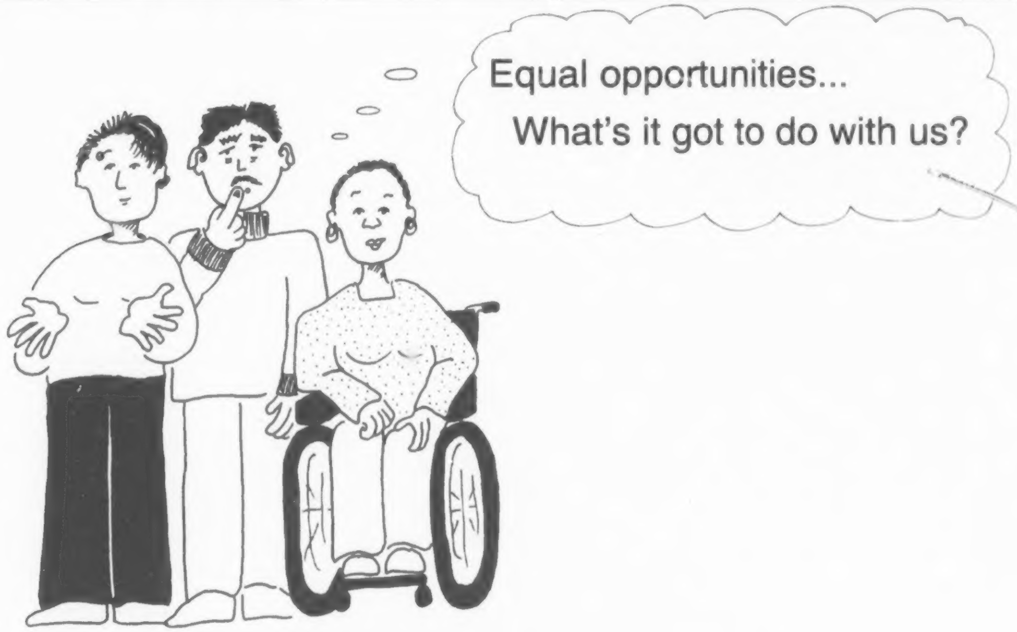
- This bit of the pack helps you think about equal opportunities.

- Equal opportunities means that everyone should have a fair chance.

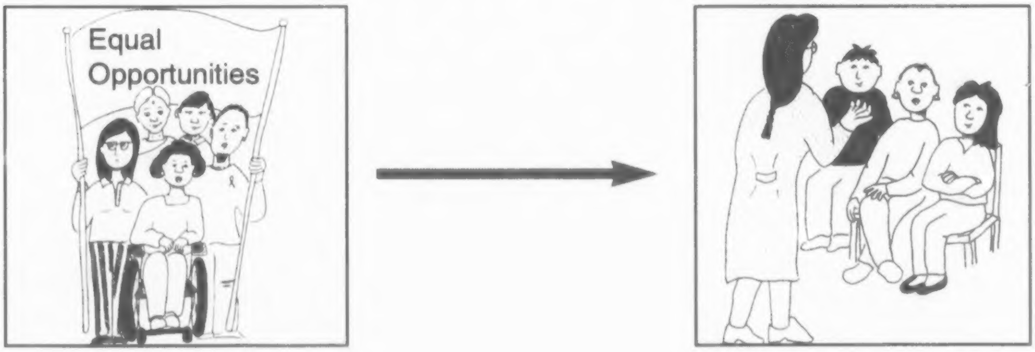


- You will think about how equal opportunities affects different people including yourself.

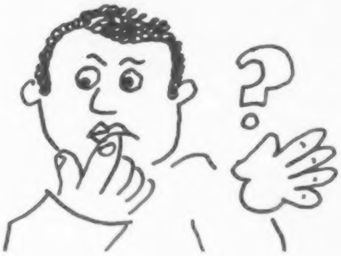
- You will think about how you can include equal opportunities in your training.


Equal opportunities...
What's it got to do with us?

- Equal opportunities are very important in training.
- This bit of the pack aims to help people think about equal opportunities, how it affects them and how it can affect training.


Equal
Opportunities

Make it fair

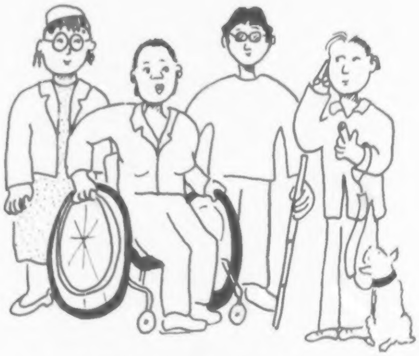


Equal opportunites...

"What does it mean?"

- Equal opportunities means that everyone should have a fair chance and be treated equally.

- It is harder for people to get fair treatment for lots of reasons.

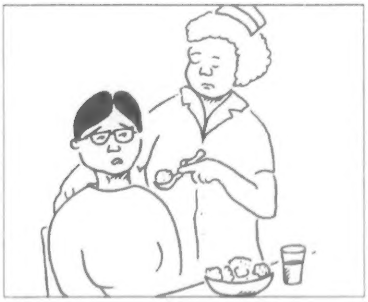


- Disabled people, including people with learning disabilities, still face a lot of prejudice.

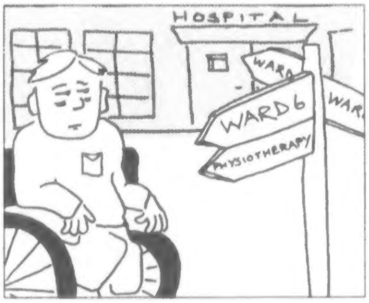
- Prejudice means that people don't get a fair chance.

- This means they do not get equal rights.

What is the Medical Model of Disability?



People used to think that doctors and nurses were best to look after people with learning disabilities.

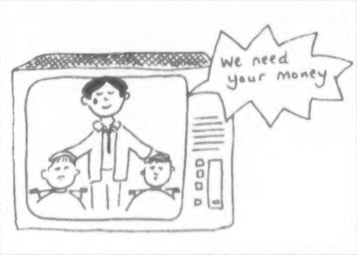

HOSPITAL
WARD
WARD 6
WAR
PHYSIOTHERAPY

That is why lots of people were sent to live in hospitals. Now most people think differently, thank goodness!

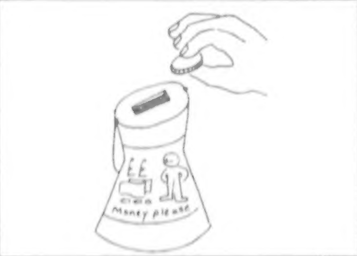
Handout 3

Make it fair

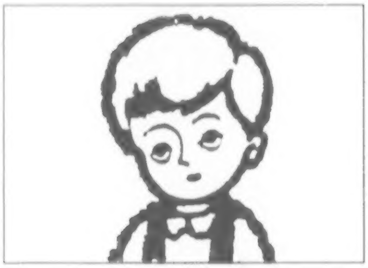
What is the Charity Model of Disability?



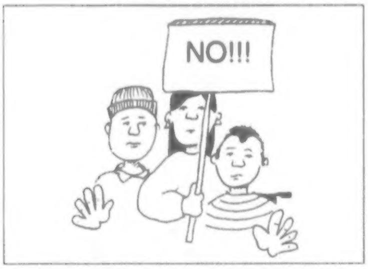
The Charity Model means feeling sorry for people.



It gets people to give money to charity and suggests that people can't look after themselves.



A few years ago, people with learning disabilities were angry because Sad Stephen was Mencap's logo. He looked pathetic.

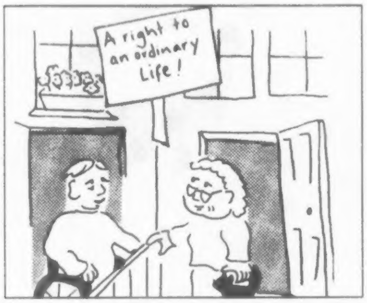


Lots of people with learning disabilities told Mencap they did not like it. Now this has been changed.

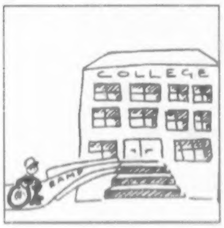
Handout 4

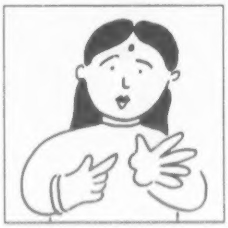
Make it fair

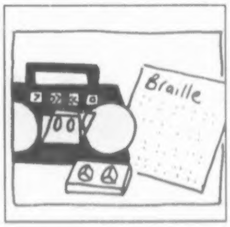
What is the Social Model of Disability?

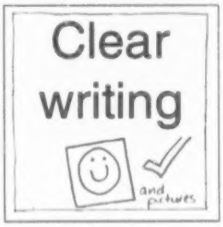

A right to an ordinary Life!

Now people think that it is up to society to make changes to support disabled people.

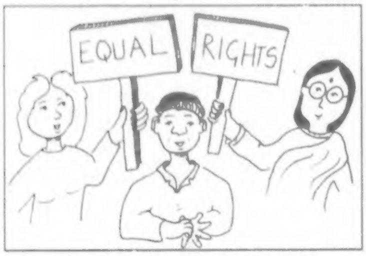

COLLEGE
RAMP






Clear writing
and pictures

For example, if a college does not have ramps or lifts, wheelchair users can't go there. The college needs to change and become accessible.

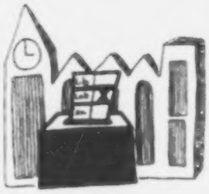

EQUAL
RIGHTS

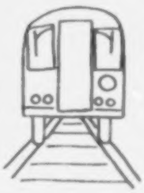
People have had to campaign hard to get better facilities for disabled people. Campaign means to speak up and fight for what you believe in.

Handout 5

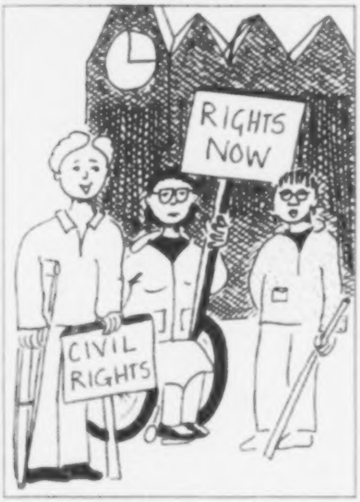
Make it fair

What are Civil Rights?



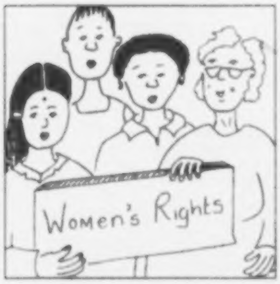


Having rights means being treated equally to other people, such as having the right to vote or to use public transport.

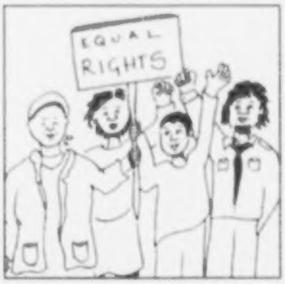

RIGHTS NOW
CIVIL RIGHTS

Disabled people have had to fight to get their rights. This includes people who are deaf, blind, use wheelchairs or have mental health problems. People with learning disabilities have had to fight to get equal rights too.

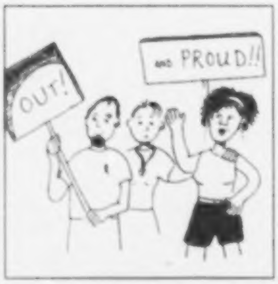
Other groups have had to fight this battle too, for example,


Women's Rights

Women


EQUAL RIGHTS

Black people


OUT!
and PROUD!!

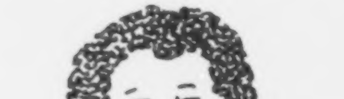
Lesbians and gay people.

Make it fair

What is "double oppression"?

- If you have a learning disability and are also black, you may get discriminated against for both these things. This is 'double oppression'.

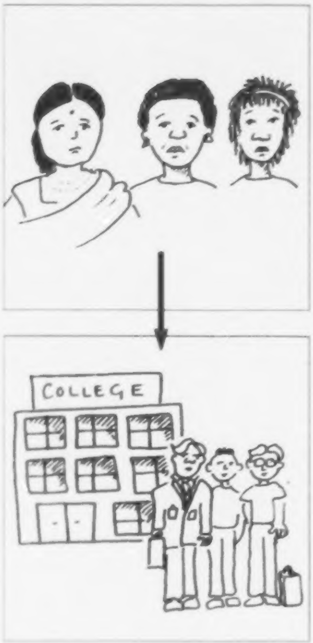
- Oppression means you are treated badly because of who you are.



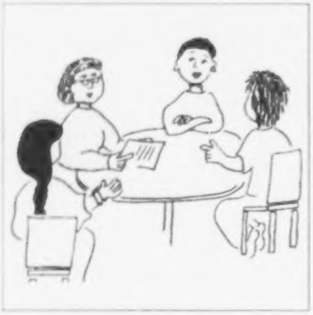
- A 'double oppression' means you are treated very badly, because of your skin colour and because of your disability.

- If you are black and disabled, you can face extra prejudice because of how people get treated.

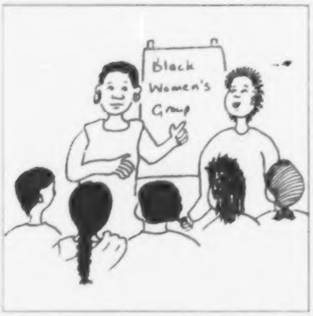
Fighting 'double oppression'



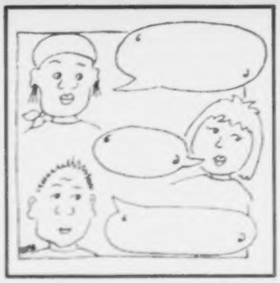
- A group of black women with learning disabilities did not feel happy about going to a college where there were lots of white men.



- They had a meeting with the Vice Principal and told her how they felt and why.

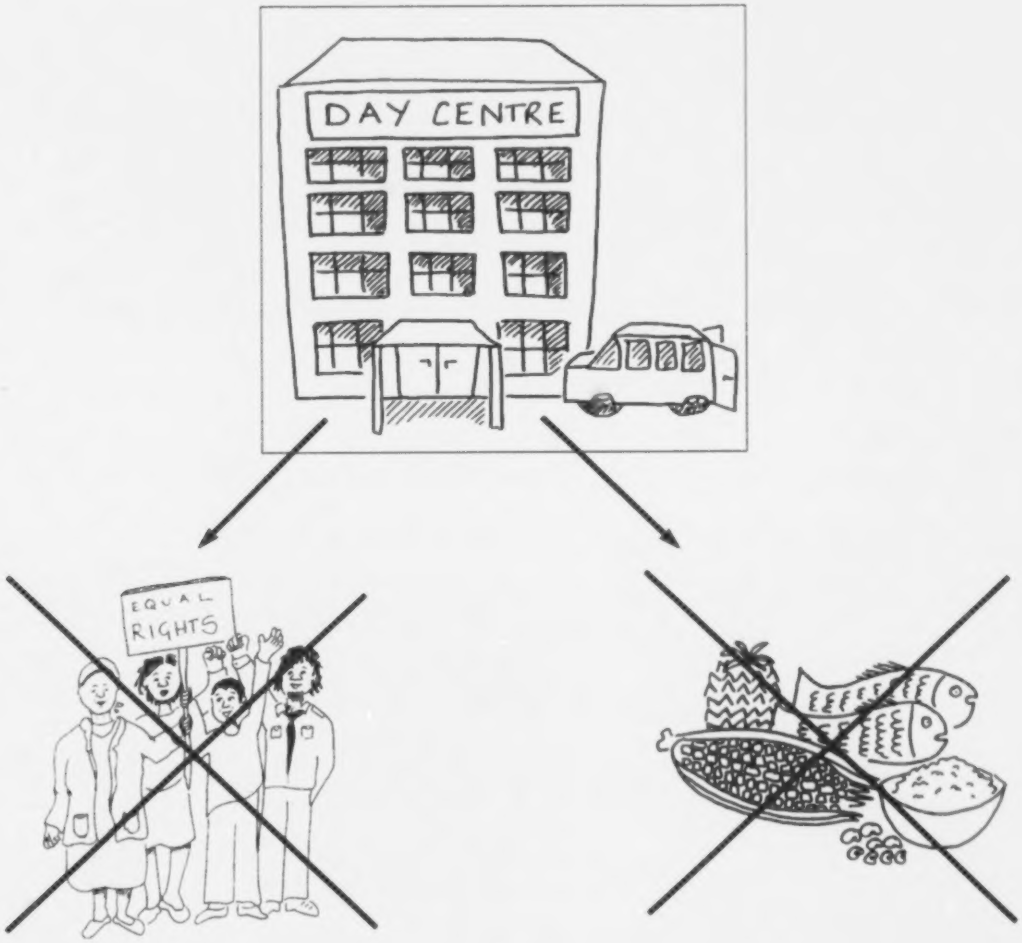


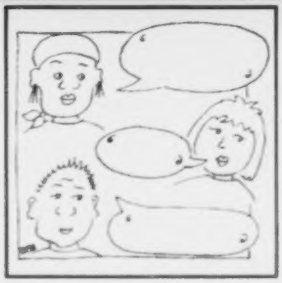
- They set up a special group for black women with learning disabilities with black women tutors.



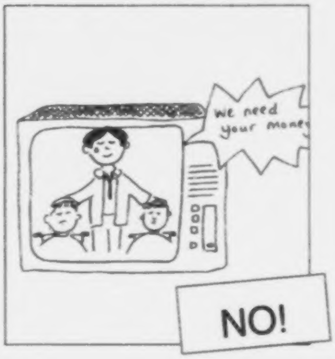
What people say 1

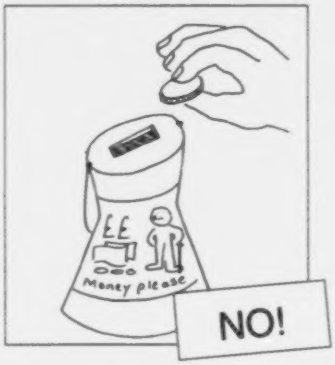
"If people do not like the colour of my skin they can lump it. Day centres often don't care about black people with learning disabilities. There is no black culture or black food and there is racism."

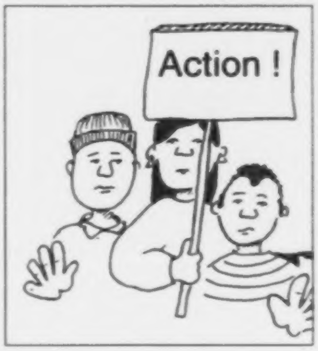




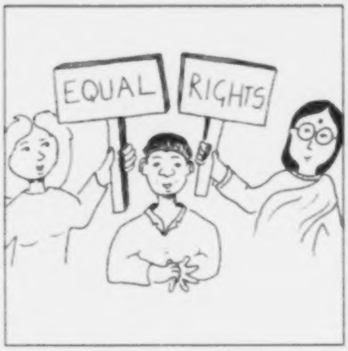
What people say 2


We need your money
NO!

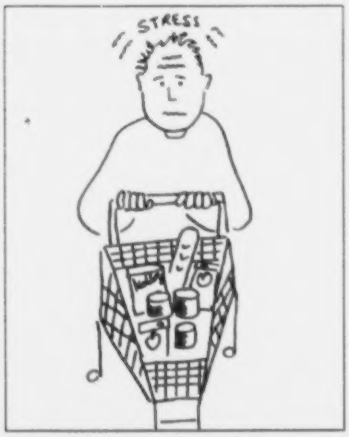

££
Money please
NO!



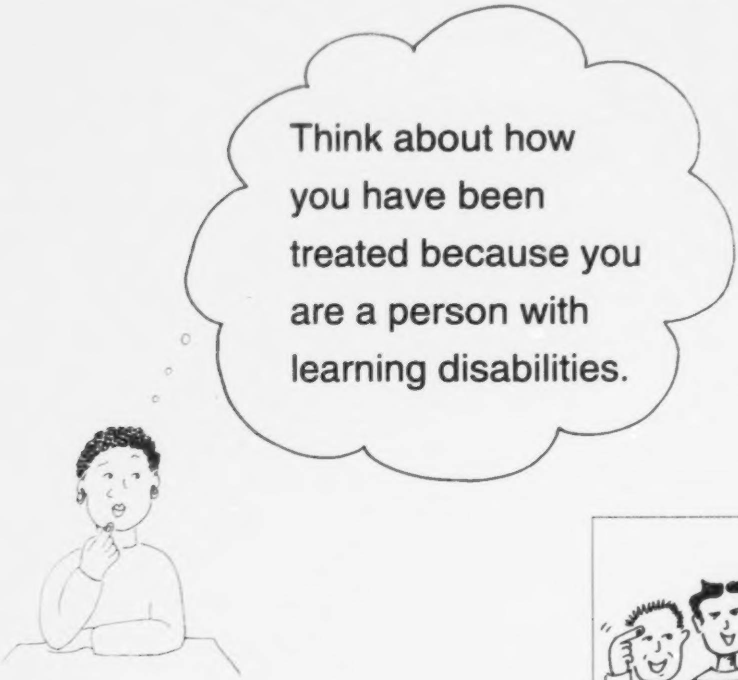
"Different charities raise money but we want to see action, see things changing and having rights."

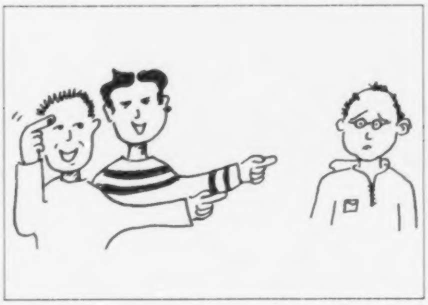

EQUAL
RIGHTS

"Disabled people should be treated the same as anybody else, they still have rights."

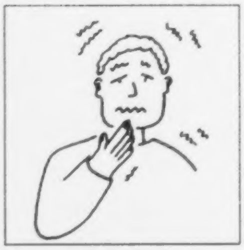


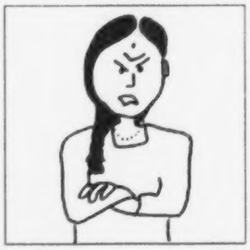
"I describe myself as a person with learning difficulties who has mental health problems. When I feel under stress, I find going into a supermarket is really stressful. You are made to feel really isolated."

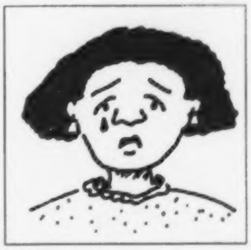

Think about how you have been treated because you are a person with learning disabilities.



- Have you been treated differently?
- How did it make you feel?

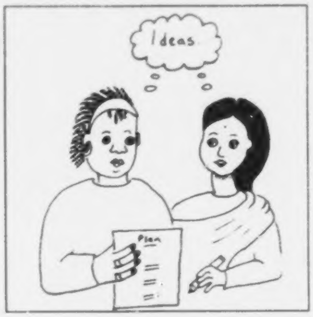


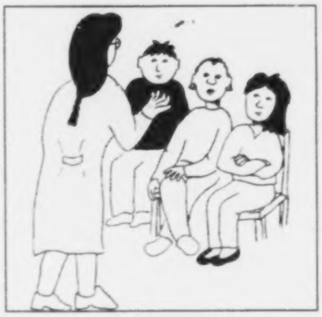


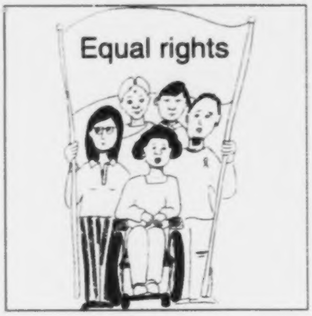


In the group 2

Make it fair





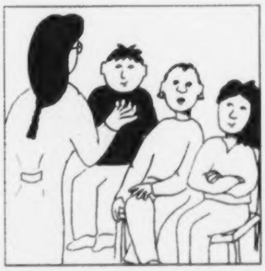


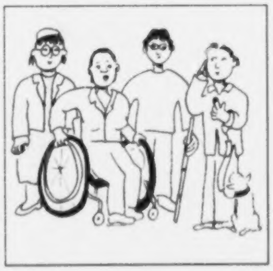
- Think about how you can plan your training to get the message about equal rights across.

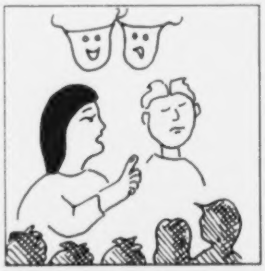
- You can include people with learning disabilities who are black, women, deaf, blind, or disabled in doing training if you can.

- You can tell people about the 'double oppression' some people face.

- Ask the group to do a sketch about something to do with equal opportunities.

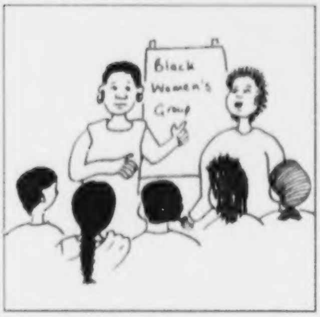




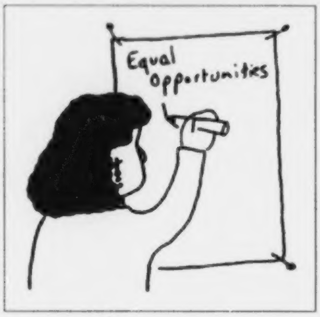


About you

Make it fair



- Visit a service user's group, a black group, or a women's group and find out why they think it is important for them to meet and talk separately.



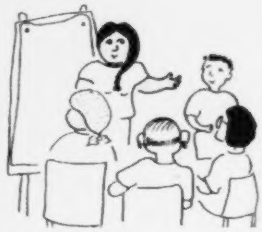
- Design a poster that says something about equal opportunities.

- Find out what has been written about equal opportunities.

- Talk about the Disability Discrimination Act. It includes information about access for Disabled People.

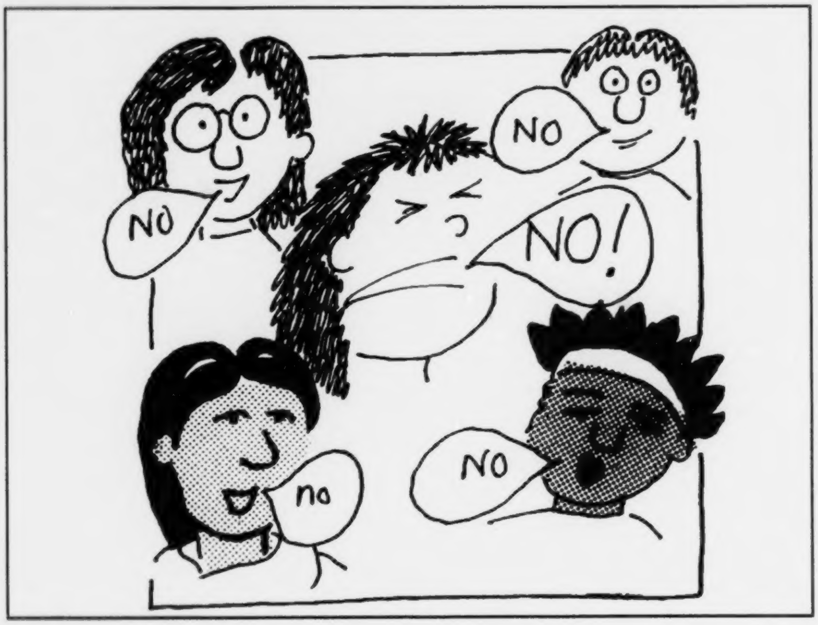
Checklist

Make it fair

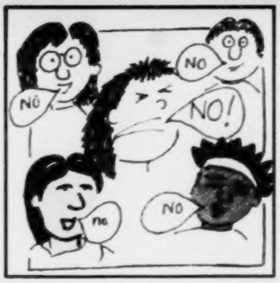
	I have talked about Equal Opportunities and how it affects people.	Signed ________ Date ________
	I have talked about ways of including Equal Opportunities in training.	Signed ________ Date ________

Module 9

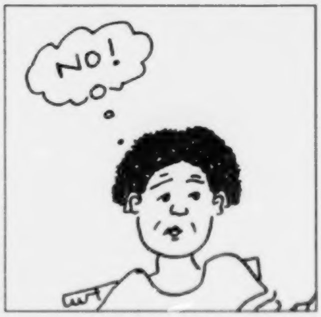
Saying "no"


NO
NO
NO!
no
NO

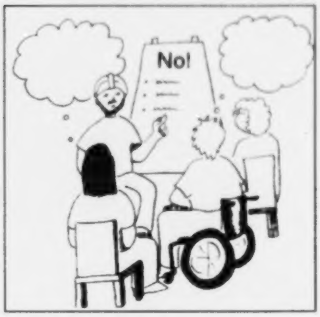
What you will learn


NO
NO
NO!
no
NO

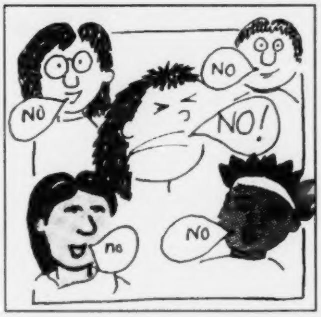
Saying " no"



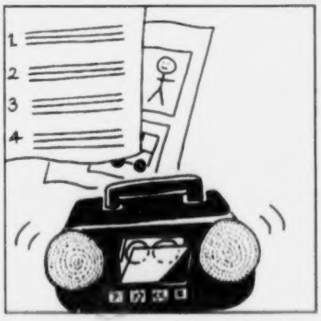
- Saying "no" can be hard



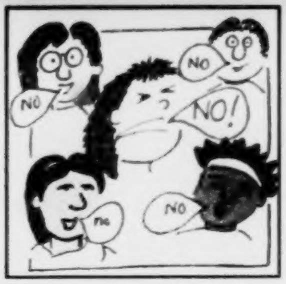
- You will talk about when it's hard to say "no"


NO
NO
NO!
no
NO

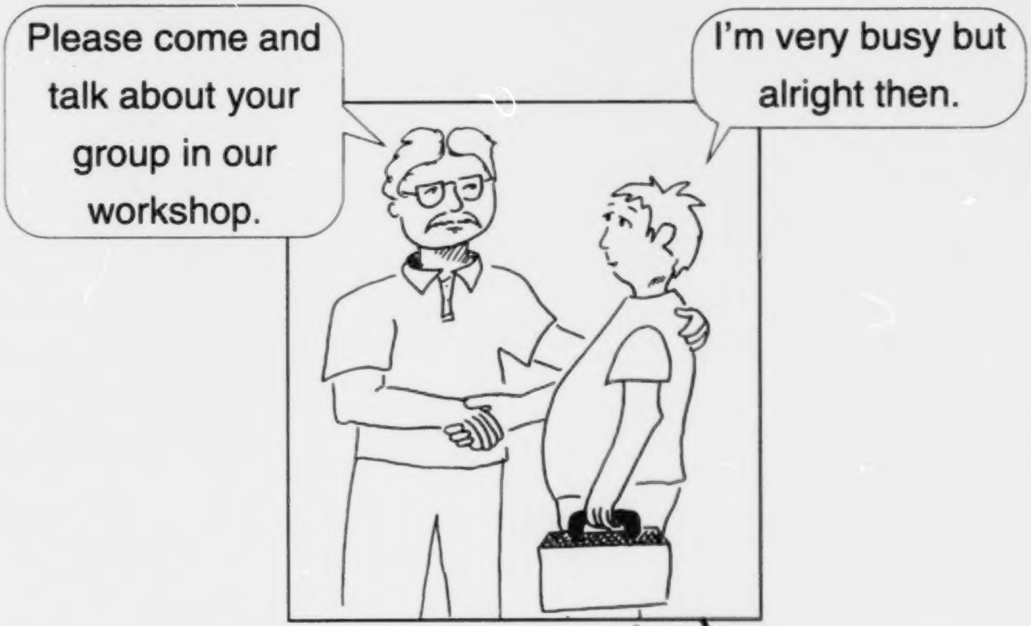
- You will practise how to say "no" and mean it!



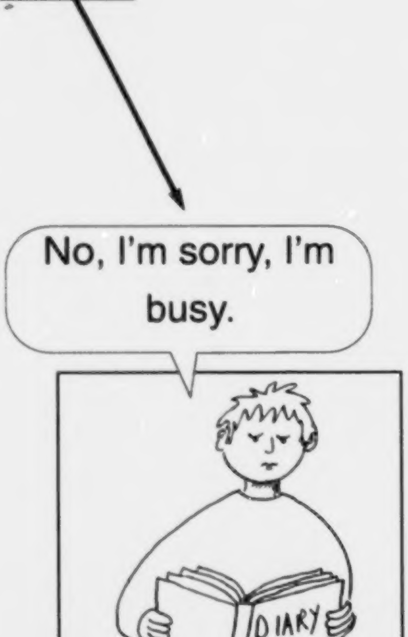
- You will make a list or tape of ideas to help you say "no".

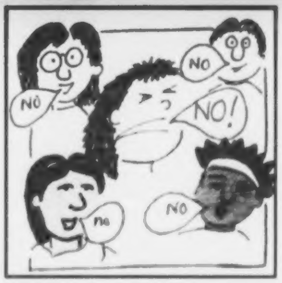

NO
NO
NO!
NO
no

Saying “no”


Please come and talk about your group in our workshop.
I’m very busy but alright then.

- Assertiveness can be hard for us all.
- People with learning disabilities can say “yes” to be helpful, just as we all can.
- This module will help people feel more confident in saying “no”.

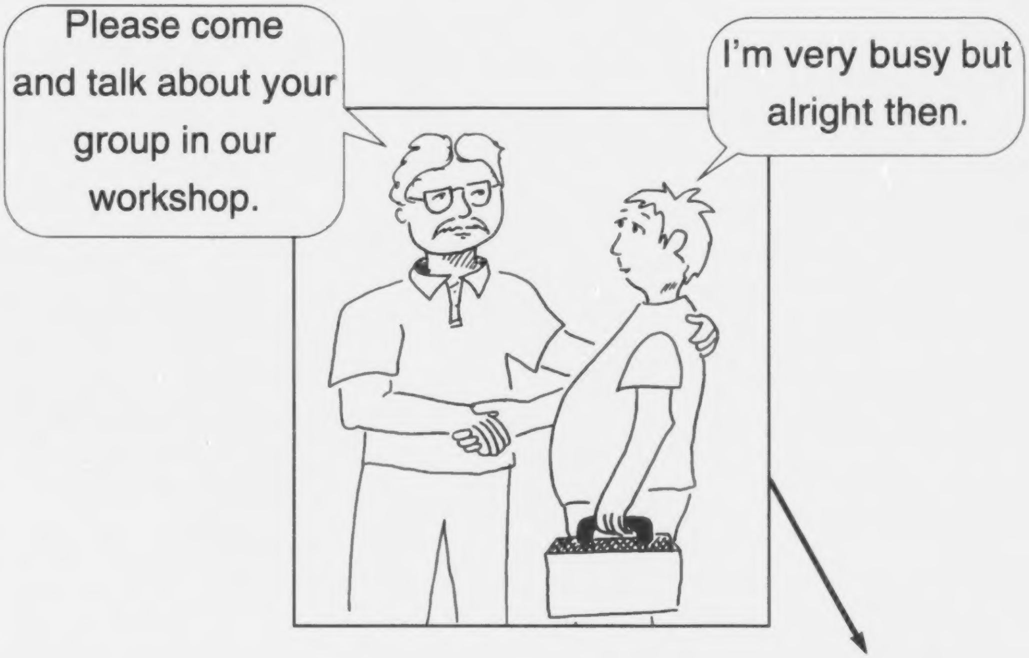

No, I’m sorry, I’m busy.
DIARY

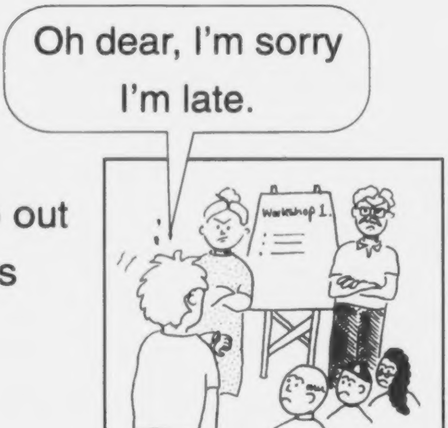

NO
NO
NO!
no
NO

Handout 1

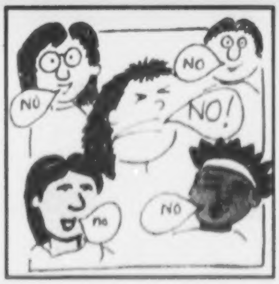
Saying “no”

Why is saying “no” hard?


Please come and talk about your group in our workshop.
I’m very busy but alright then.


Oh dear, I’m sorry I’m late.
Workshop 1.

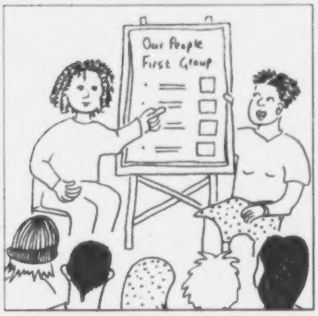
Often, if we are asked to do something, we will say yes to help out and be nice. But it does not always help us.

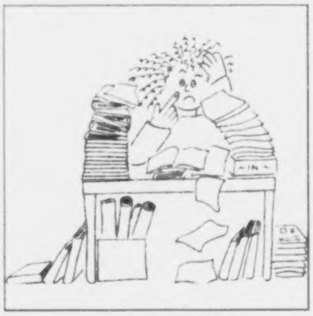

NO
NO
NO!
no
NO

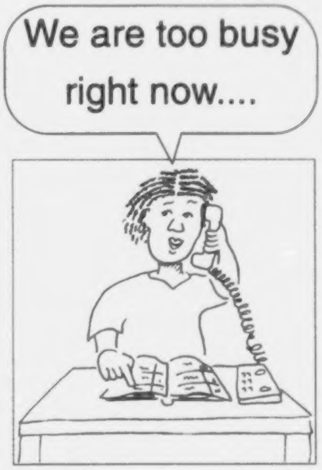
Handout 2

Saying "no"

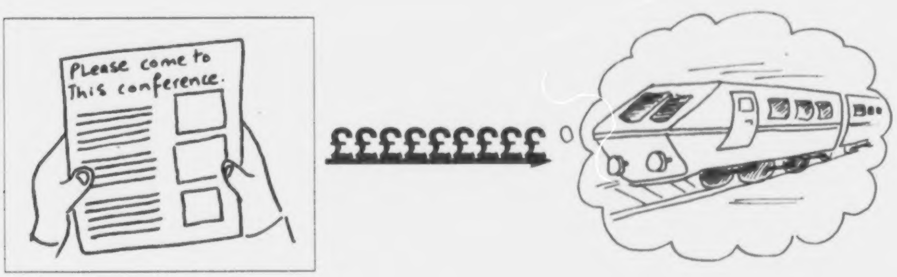
Here are some times when people have said "no"


Our People First Group

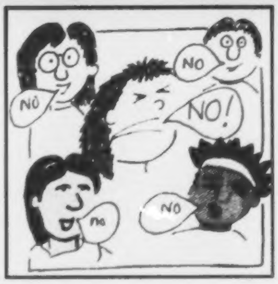



We are too busy right now....

A self-advocacy group was being asked to speak to lots of groups about their People First group. They had so many people asking that they did not have time to do their own business in meetings.


Please come to This conference.
££££££££££

People with learning disabilities were asked to go to a conference and give a presentation. They would have had to pay a lot of money to go to the conference which they didn't have.

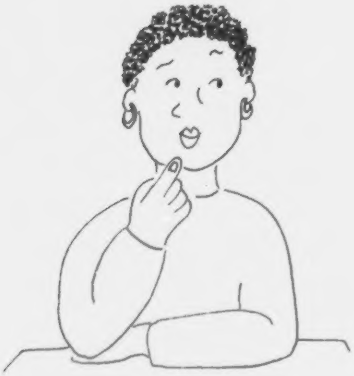


Handout 3

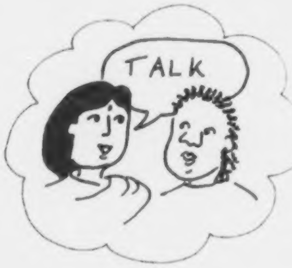
Saying "no"

If you are asked to do something and you are not sure you want to do it....

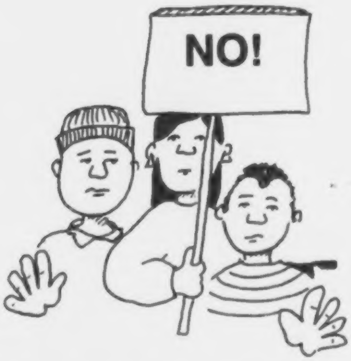
You can get more time to think about whether to say yes or no if you say something like..



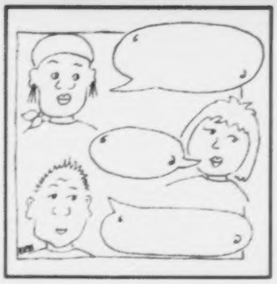
- I will have a think about it.
- I need some more information.

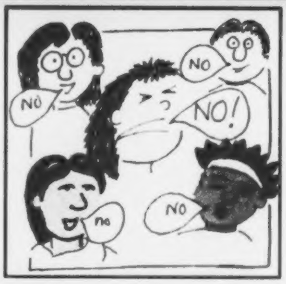


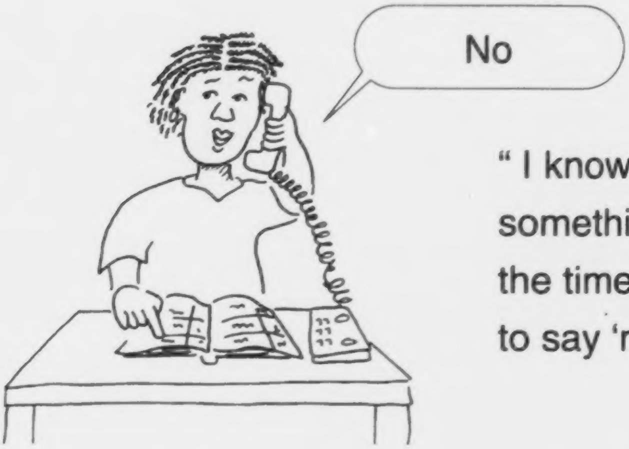
- I want to talk to my friend/boss/self-advocacy group about it before I make up my mind.



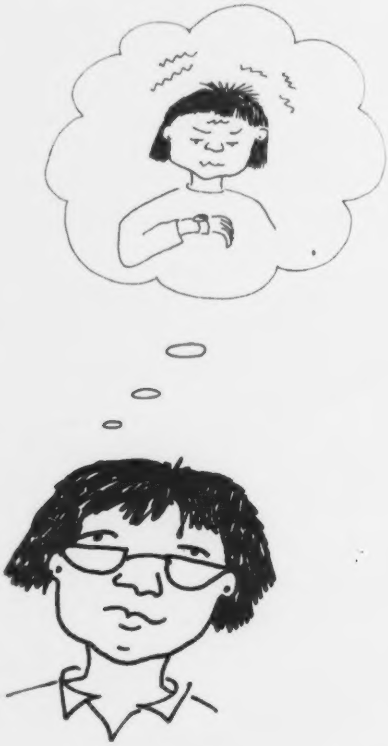
- If you say "no" it is not the end of the world. You will feel better for saying what you really feel.



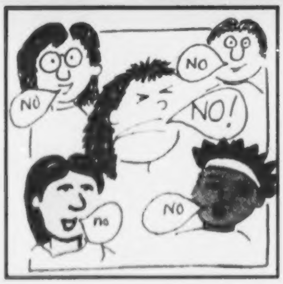




" I know that if I have to do something but I don't have the time to do it, I might have to say 'no'."

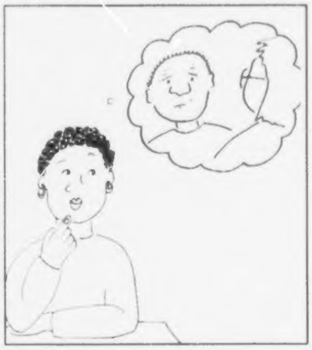


"Don't always say yes. It's not always easy. Think about what you are saying "yes" to."

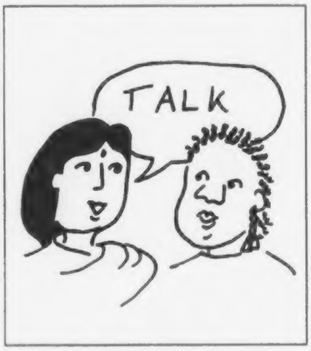


In the group 1

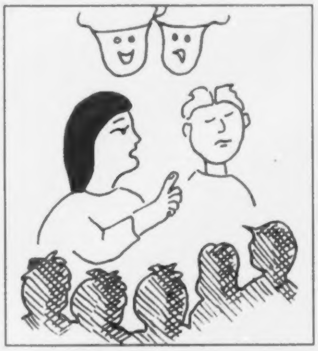
Saying “no”



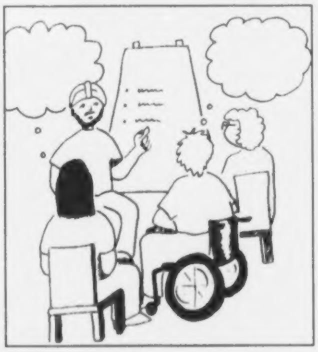
- Think of a time it has been hard for you to say “no”



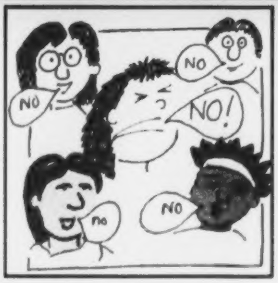
- Tell the person next to you



- Act it out and try and say “no”



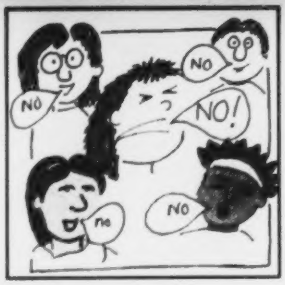
- Talk about it in the group


NO
NO
NO!
no
NO

In the group 2

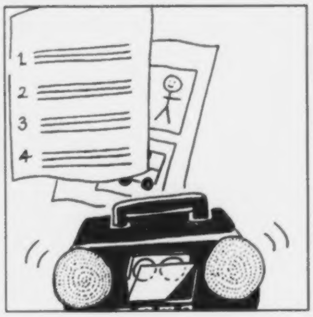
Saying “no”

What is hard about saying “no”?	What is good about saying “no”?

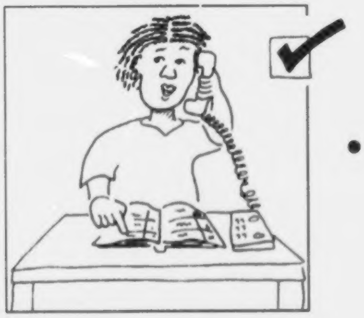


About you

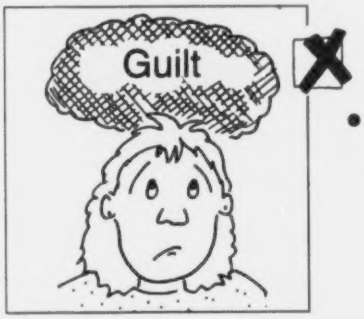
Saying “no”



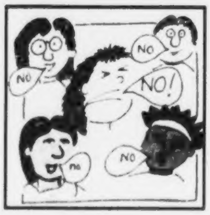
Write or tape some ideas to help you say no. This could include things like:



- asking for time to think about things

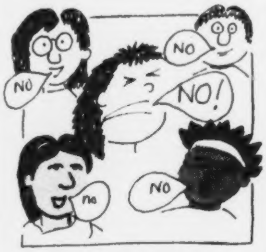


- not feeling guilty or bad if you say “no”.


NO
NO
NO!
no
NO

Checklist

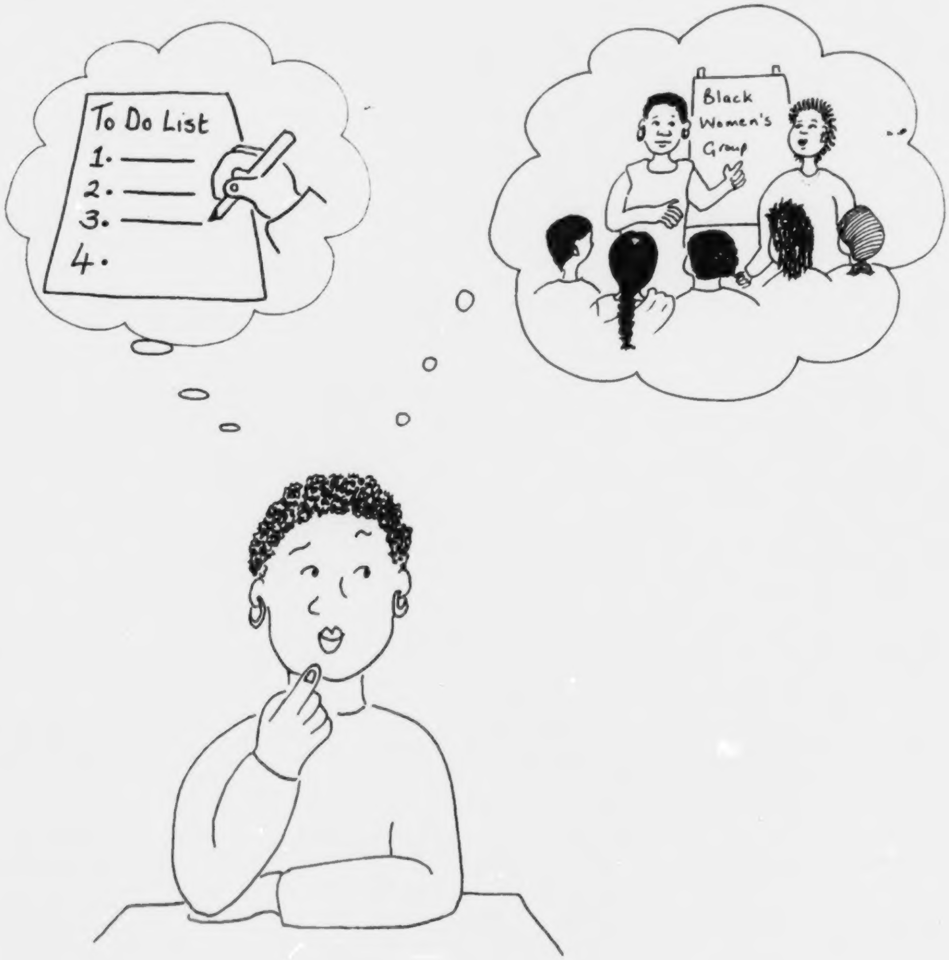
Saying “no”

	I have talked about when to say “no”.	Signed Date
 NO NO NO! no NO	I have practised saying “no”.	Signed Date
	I have made a list or tape of ideas to help me say “no”.	Signed Date

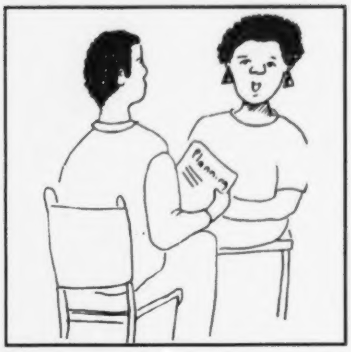
Module 10

Planning

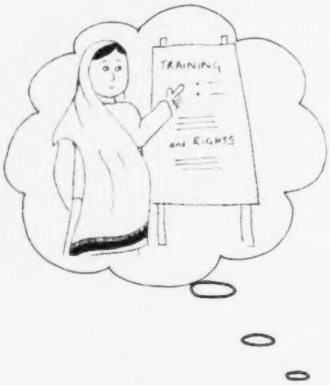
What you will learn


To Do List
1.
2.
3.
4.
Black Women's Group

- This will help you think about what you need to do before running any training.
- What do you need to get ready before you start? This will give you some ideas.



- Getting ready takes a lot of preparing. If you are new to training, there is a lot to remember.

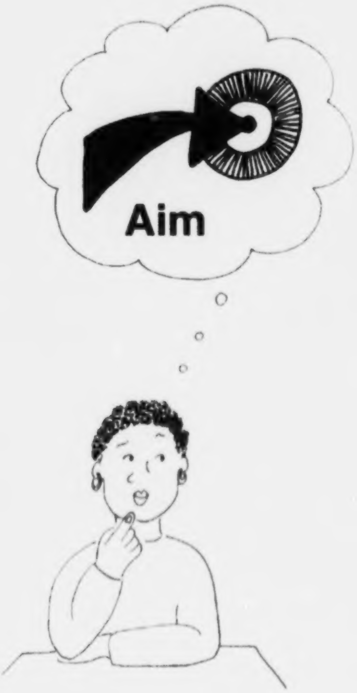

TRAINING
and RIGHTS

- The aim of this module is to help people think about what they need to do before running training.

Handout 1

Planning

Thinking about aims

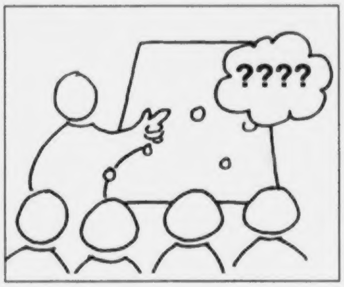


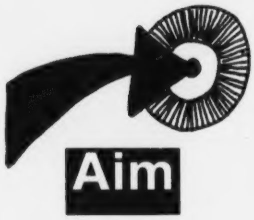
Planning can mean a lot of different things.

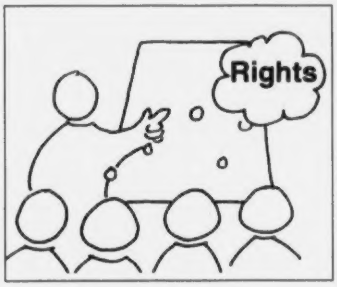
When you plan training, you need to think:

What is the point (or **aim**) of what you are going to do?

For example, perhaps you are going to tell people about your rights. That would be the **aim** of the session.



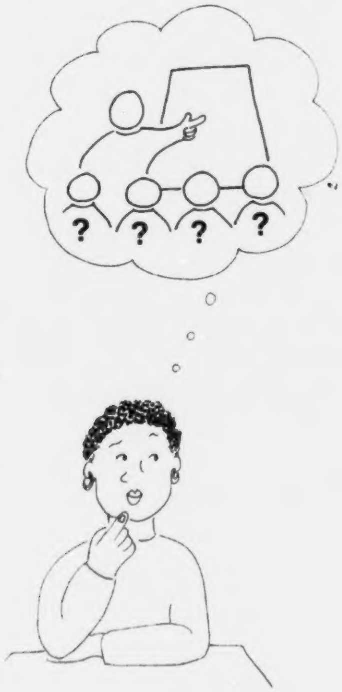




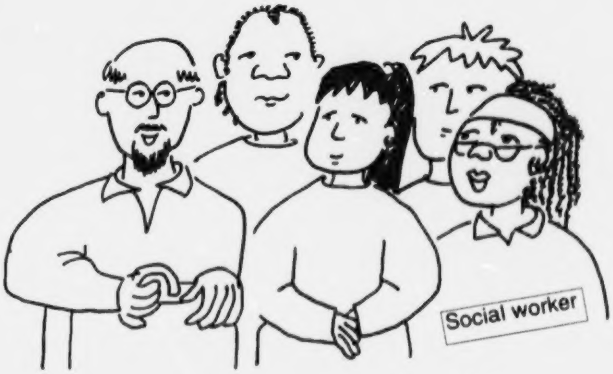
You may need to work out the aims of the training with the people who have asked you to do it, by talking to them a few weeks before. That gives you time to get ready.

Handout 2 Planning

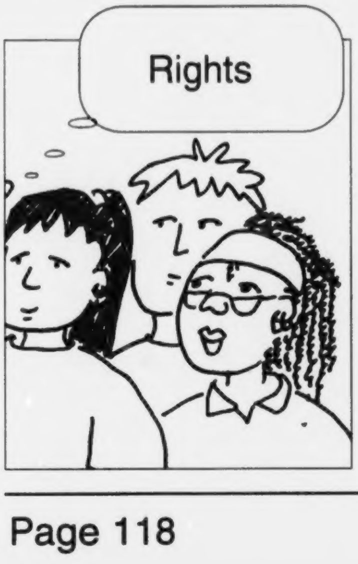
Think about who you are going to train



For example, perhaps you are going to train student social workers. They will be your **audience**.



What do you hope the result will be?

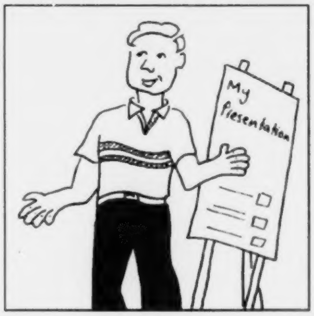


For example, perhaps you want the social workers to understand why the rights of people with learning disabilities matter, and to look at how they can change their work to be more helpful.

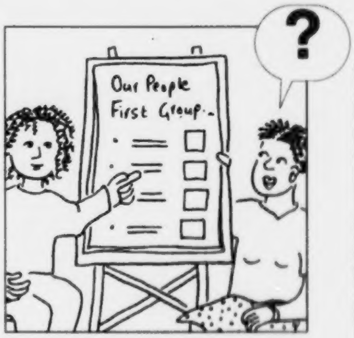
Handout 3

Planning

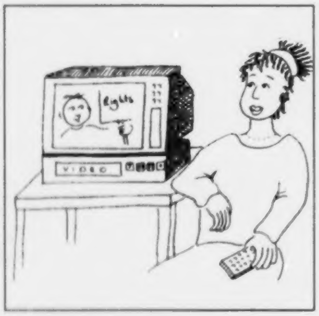
Think about how you are going to do it


My Presentation

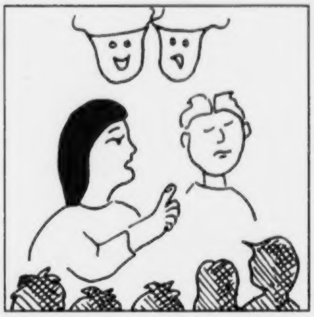
Do a talk


?
Our People First Group

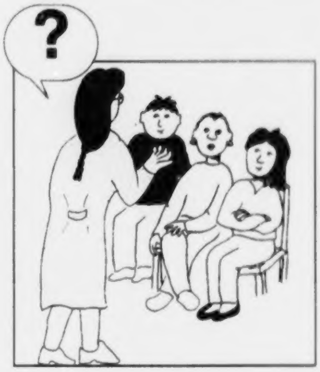
Ask someone to interview you


Rights
VIDEO

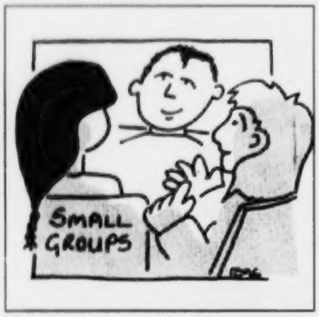
Show a video and talk about it



Do a play or a sketch



Ask people questions


SMALL GROUPS

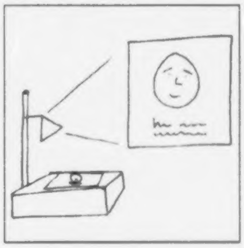
Ask people to talk about their rights in small groups

You need to choose the best way of doing training. You need to feel as relaxed as you can.

Handout 4

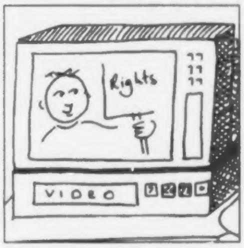
Planning

Think about what you will need

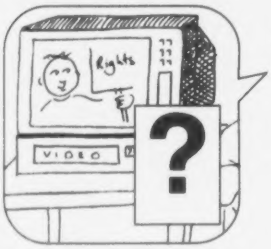


This will depend on what you decide to do.

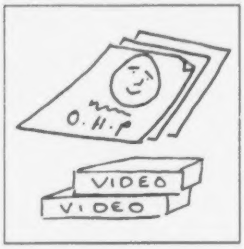
- You may want to use an overhead projector (OHP). An overhead projector puts words or pictures on the wall or on a screen.


Rights
VIDEO

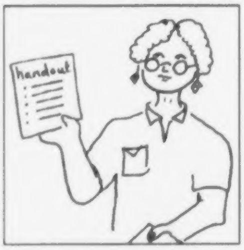
- You may want to use a video.


Rights
VIDEO
?

- You will need to ask a few weeks before the training for a video player or an OHP to be there for your use.


O.H.P
VIDEO
VIDEO

- You will need to take your own overheads or video tapes.

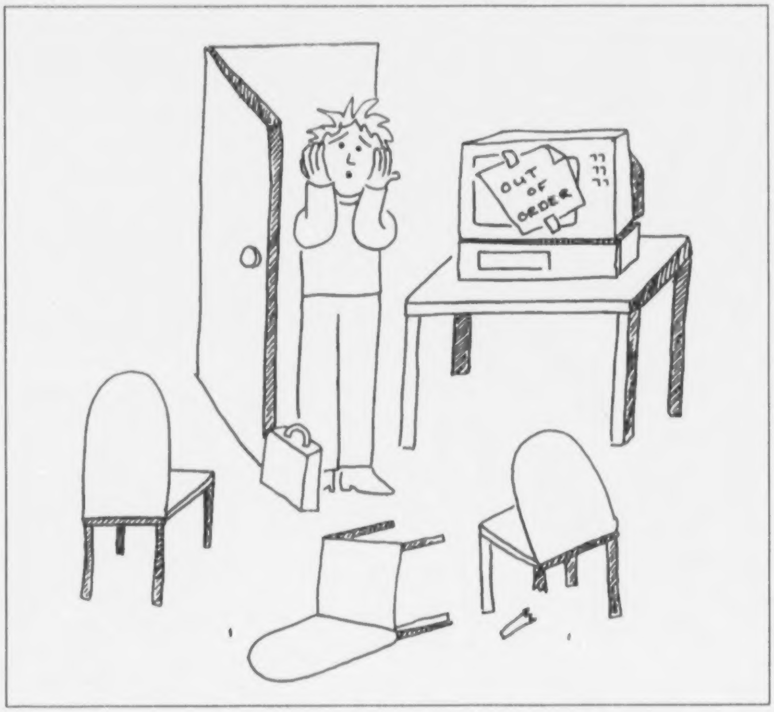


- You may want to give handouts. You will need to make sure that there are enough copies for everyone. Take a few spare ones!

Handout 5

Planning

Sorting out the room

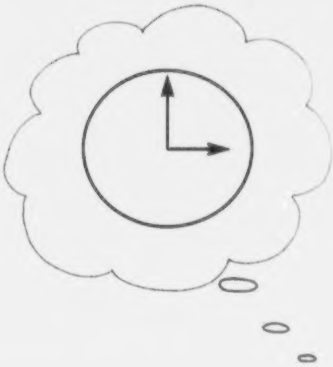


- You will need to think how best to have the room.
- Get there early to make sure the chairs are the way you like them to be.
- Make sure that any equipment you need is there, and that it works OK.
- Is the room accessible for wheelchair users?

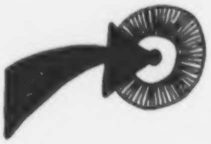
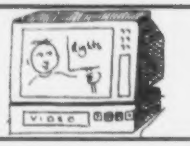
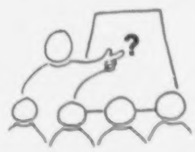
Handout 6

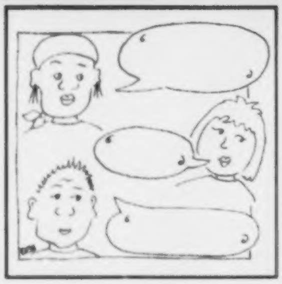
Planning

Planning the timing



This is hard to do.
If you have an hour or longer, you may want to do different things to break the time up, for example:

🕒	What we will do	
10 am	Welcome everyone. Tell them what the aim of the session is and why rights for people with learning disabilities matter.	
10.10 am	Show a video about rights.	
10.40 am	Ask people to get into groups to discuss what they thought was important about the video.	SMALL GROUPS
11.00 am	Get in a big group and ask what people have learnt. Will it change the way they work? How?	

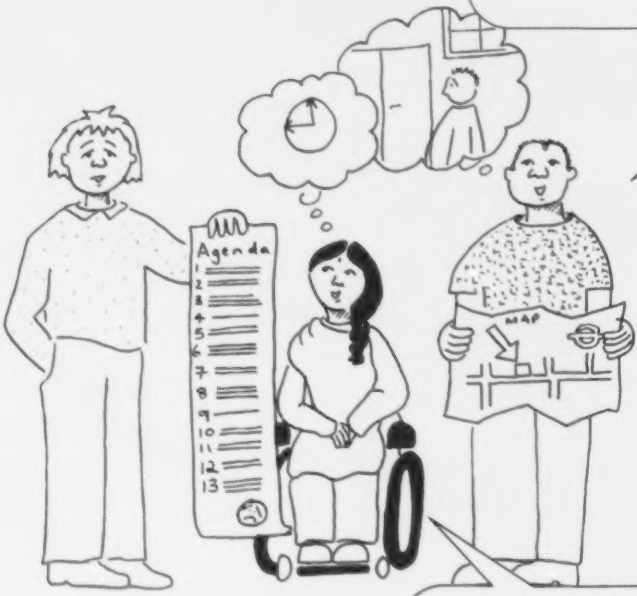


What people say

Planning

I've been to meetings where everything has been crammed in together, that's not fun.

If you don't already know it, go to the place where you are thinking of having the meeting to have a look around. Then you can tell people how to get there!

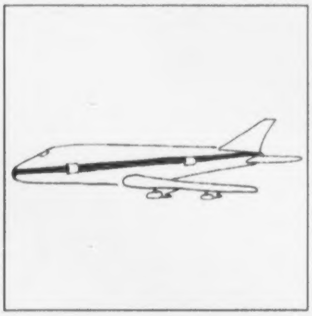

Agenda
1
2
3
4
5
6
7
8
9
10
11
12
13
MAP

Plan the time for when it starts. Make sure people have enough time to get there.

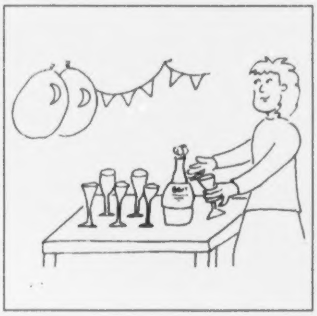
In the group 1

Planning

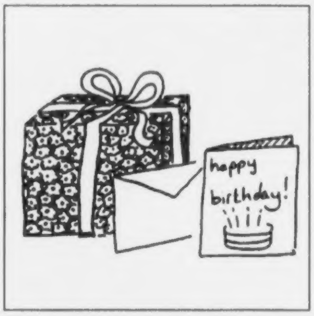
- Think about a time you have had to do a lot of planning. For example, it might be...



Going away on holiday or for a day out.

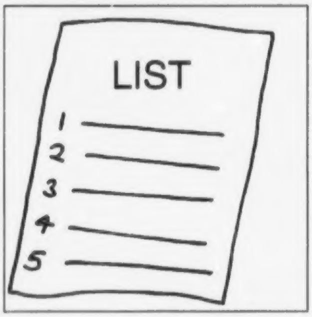


Organising a party.

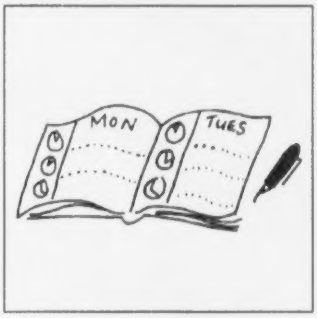

happy birthday!

Getting a birthday present and card to give someone.

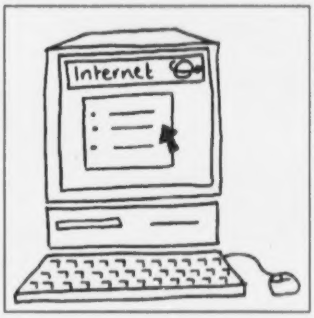
- How did you do the planning?



Making lists or notes?



Keeping a diary?

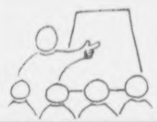
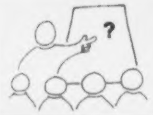
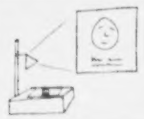
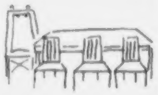


Putting notes on tape or on the computer?

In the group 2

Planning

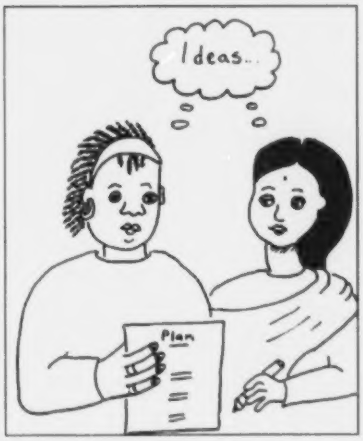
Have a look at this chart for planning and see if it would help you...

	What is the aim of the training?
	Who is it for?
	How many people will be there?
	How am I going to do the training?
	What will I need to arrange before I do it?
	What will I need to take with me?
	How do I want the room set out?
?	Can you add anything to this chart?

Try planning some training using this chart to help you.

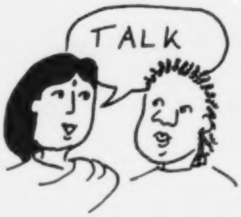
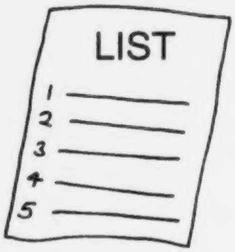
Planning

Make a list of the ways you could plan ahead.



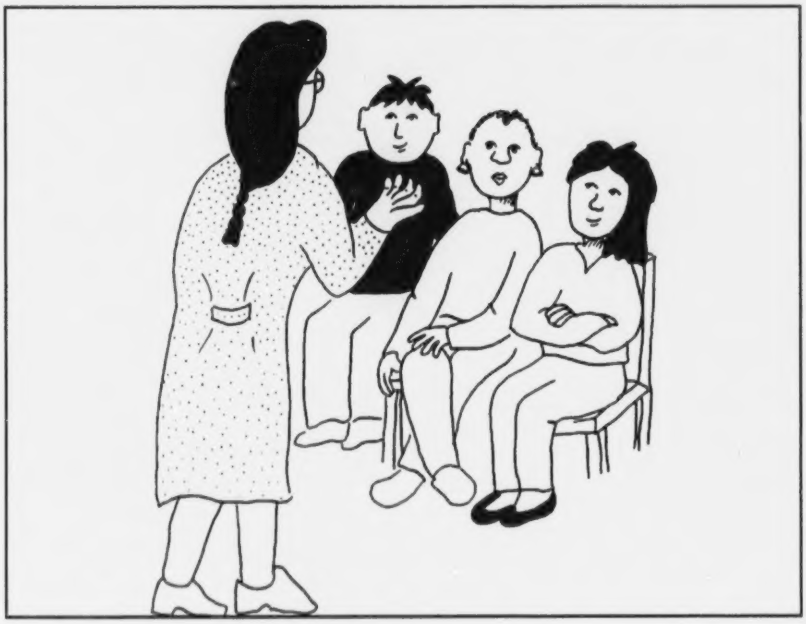
Checklist

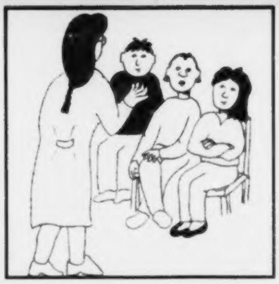
Planning

	I have talked about what I need to think about to plan training.	____________ Signed ____________ Date
	I have made a list of things to help me plan.	____________ Signed ____________ Date

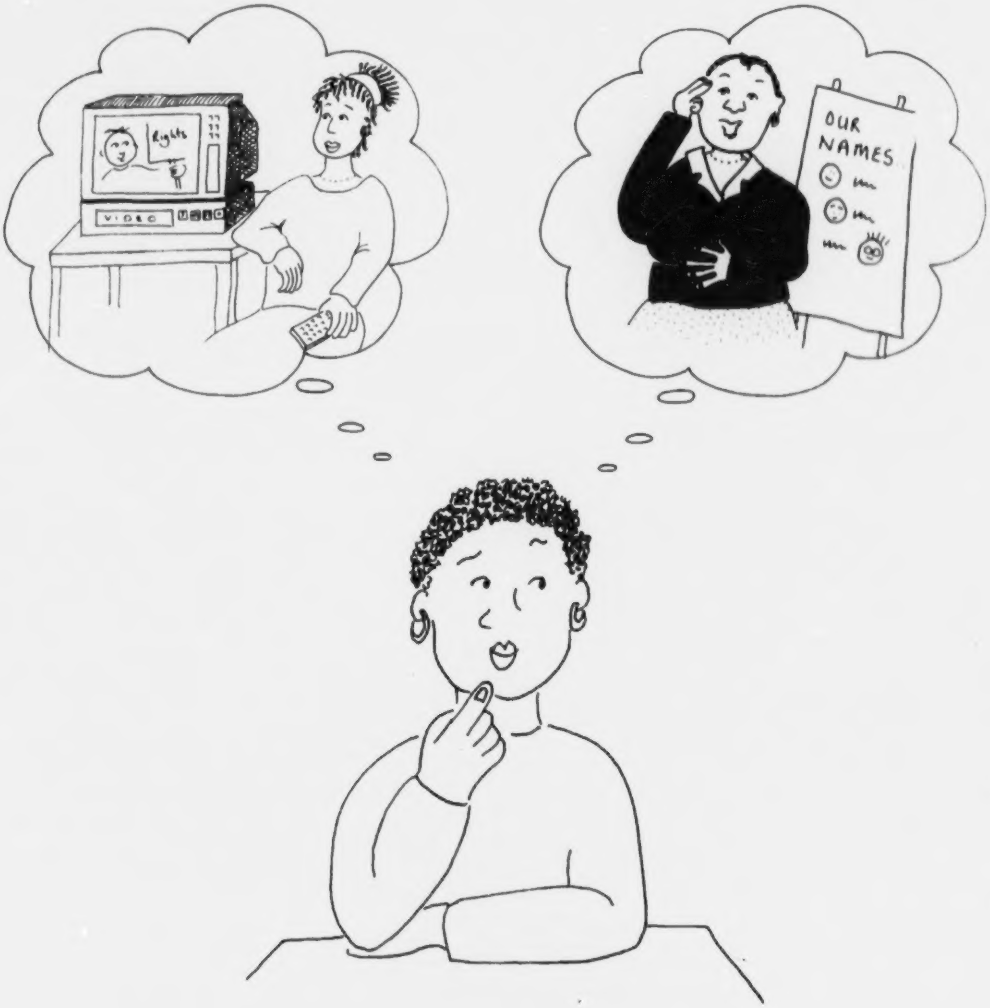
Module 11

Ways of teaching



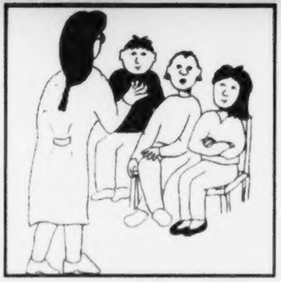


Ways of teaching



- This bit of the pack will tell you about different ways of teaching people.

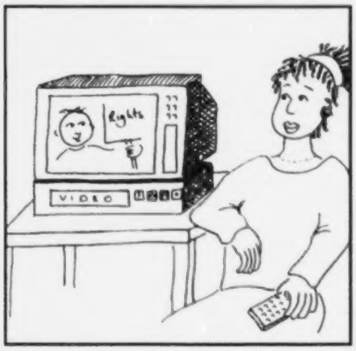
- You will try two ways and think about what worked well.



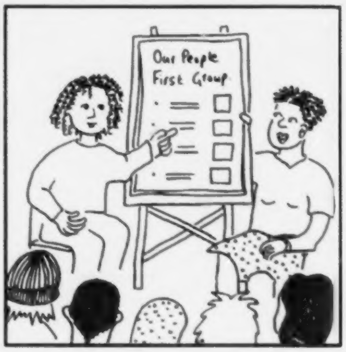
Ways of teaching

There are lots of ways of teaching people.

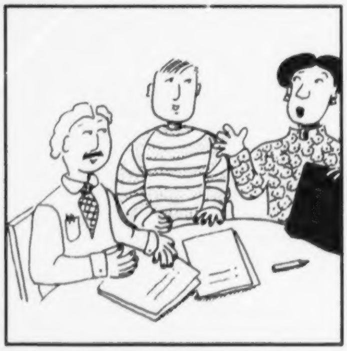
The idea of this part of the pack is for people to learn and think about different ways and then try them out.

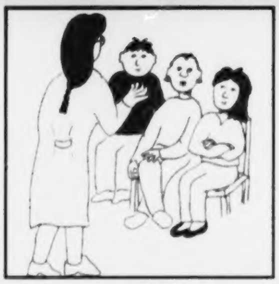


Rights
VIDEO



Our People First Group

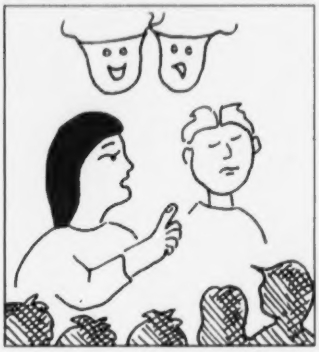


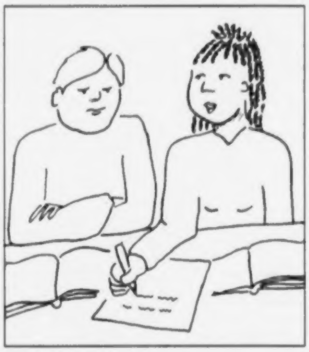


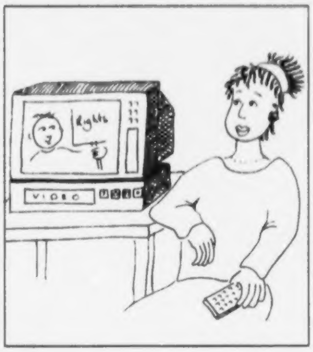
Handout 1

Ways of teaching

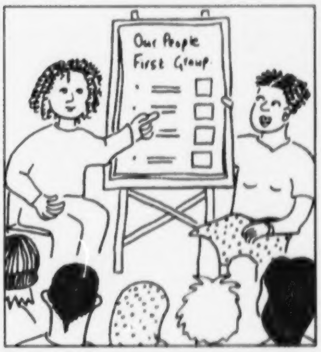
You will want to try out different ways of training, even for one piece of work, or it can be boring for you and boring for the people you are training!

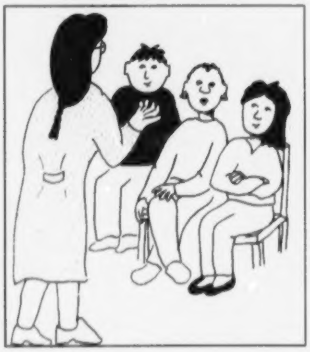


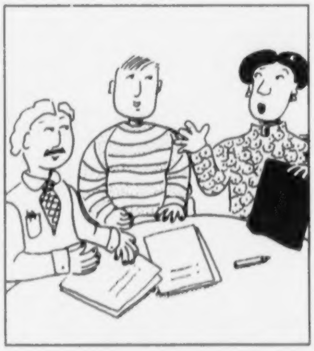


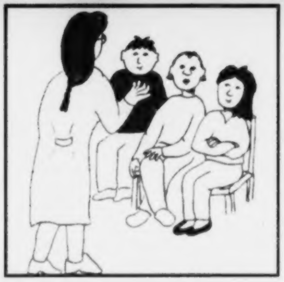

Rights
VIDEO

Here are some different ways of teaching that people with learning disabilities have used.


Our People First Group

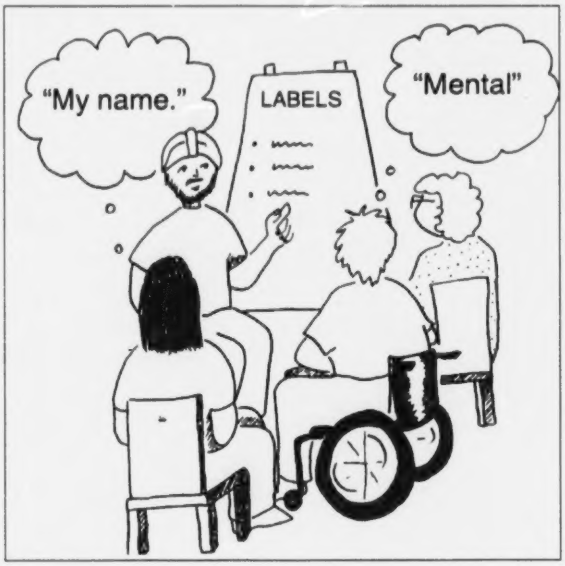






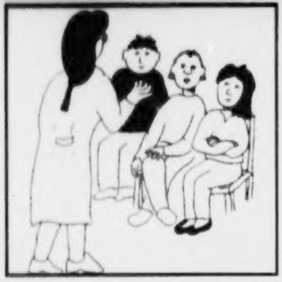
Wordstorm

This means thinking of words and saying them as they come into your head.



Example:

- A group of people with learning disabilities thought of all the labels they had been called by doing a wordstorm.
- They had been called some horrible things, like "spastic","mental" and "subnormal".
- Sharing all the bad things helped people learn that they had all had the same experience.
- After, people thought of what they would like to be called: "I like to be called by my name!"

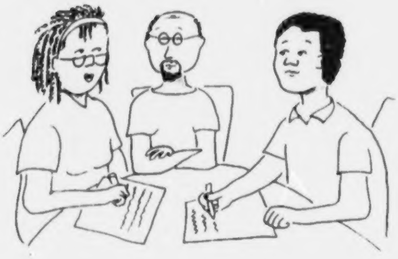


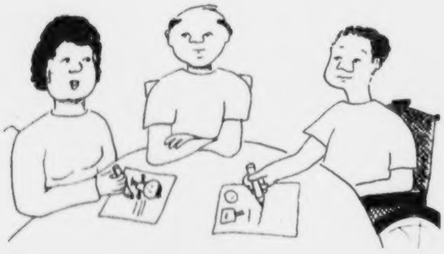
Handout 3

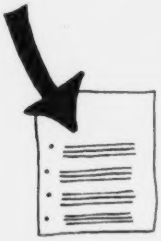
Ways of teaching

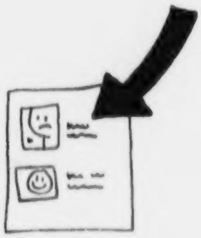
Group Work

- You can ask people to work in small groups.
- You can give them things to do.







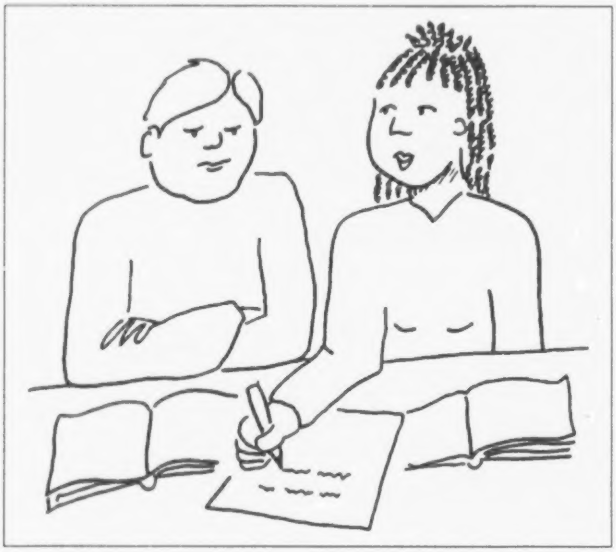


Example:

- Social workers and people with learning disabilities from a hostel talked in groups about choices and rights in their lives.
- They made lists and compared them.
- People with learning disabilities had less choice of what to eat, when to have a bath and so on.
- The social workers learnt more about what it is like to live in a hostel.

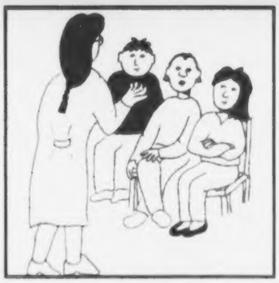
Pair Work

People can work in pairs to do bits of work.



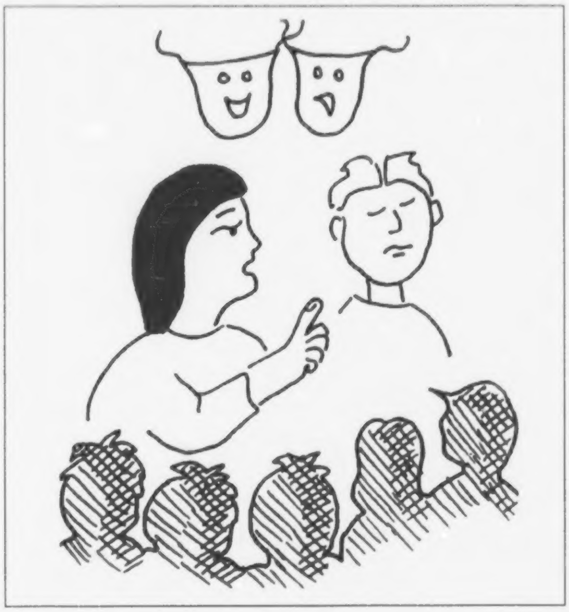
Example:

- Talk to someone you don't know for 5 minutes and find out a bit about each other.
- You can then introduce them to the rest of the group and they will introduce you!



Role Play

Sometimes role play can help people learn things.
Role play is when you pretend to be someone else. You can act out a short scene.



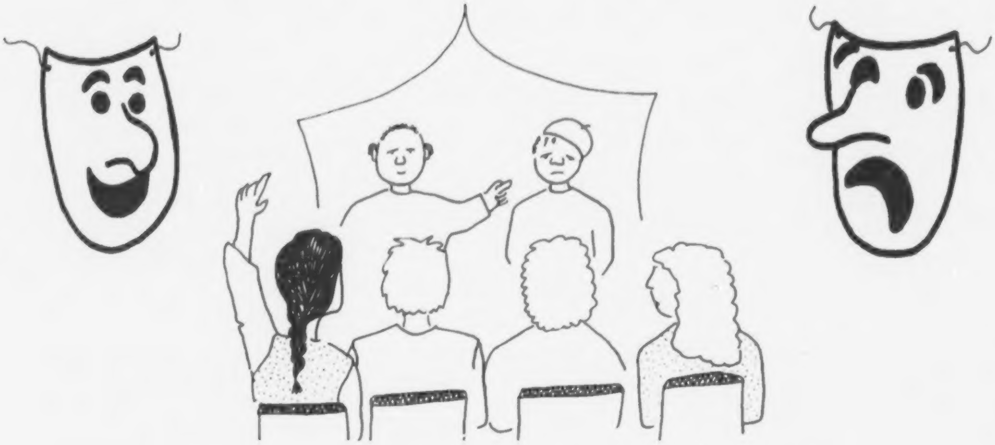
Example:

A group of people with learning disabilities wanted to make a complaint about their day service. One person played the manager of the day service.They practised supporting each other to talk to the manager.

Forum Theatre

Forum Theatre means that people act out a scene and then the audience decides what happens next.

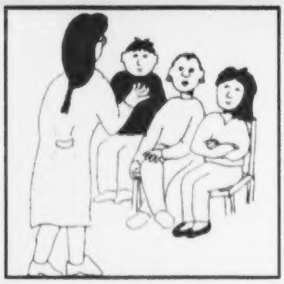
Then people can act out what the audience has said.



Example:

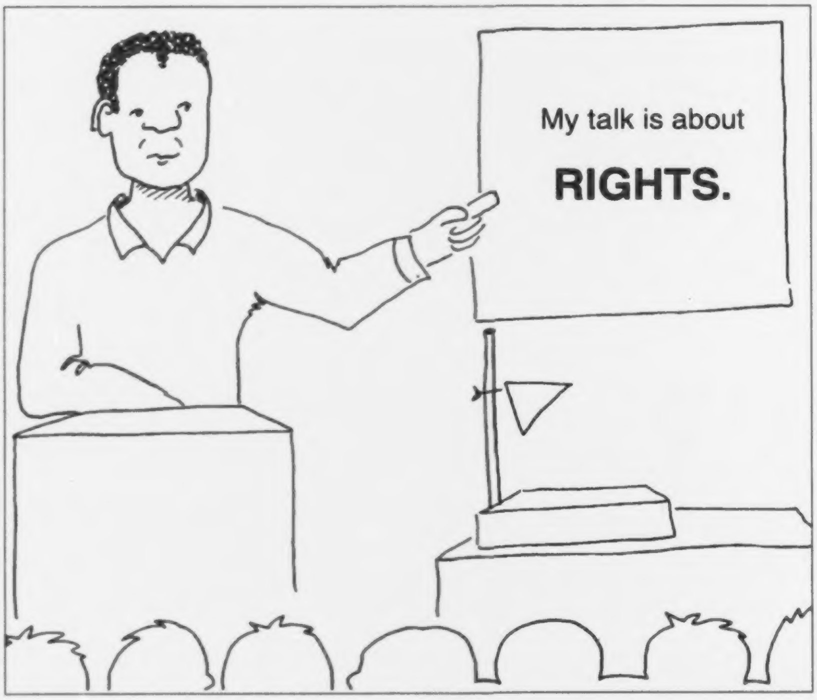
CHANGE did some Forum Theatre. In the play there was a bad doctor, a patient who was deaf, the patient's friend and a receptionist.

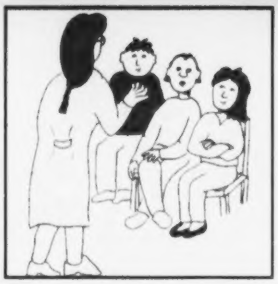
First of all they showed the bad doctor and how he treated the person who was deaf. CHANGE asked the audience how it could be done better. The audience made suggestions, and then tried them out. People could find out what worked well and what didn't work.



Doing a Talk or Presentation

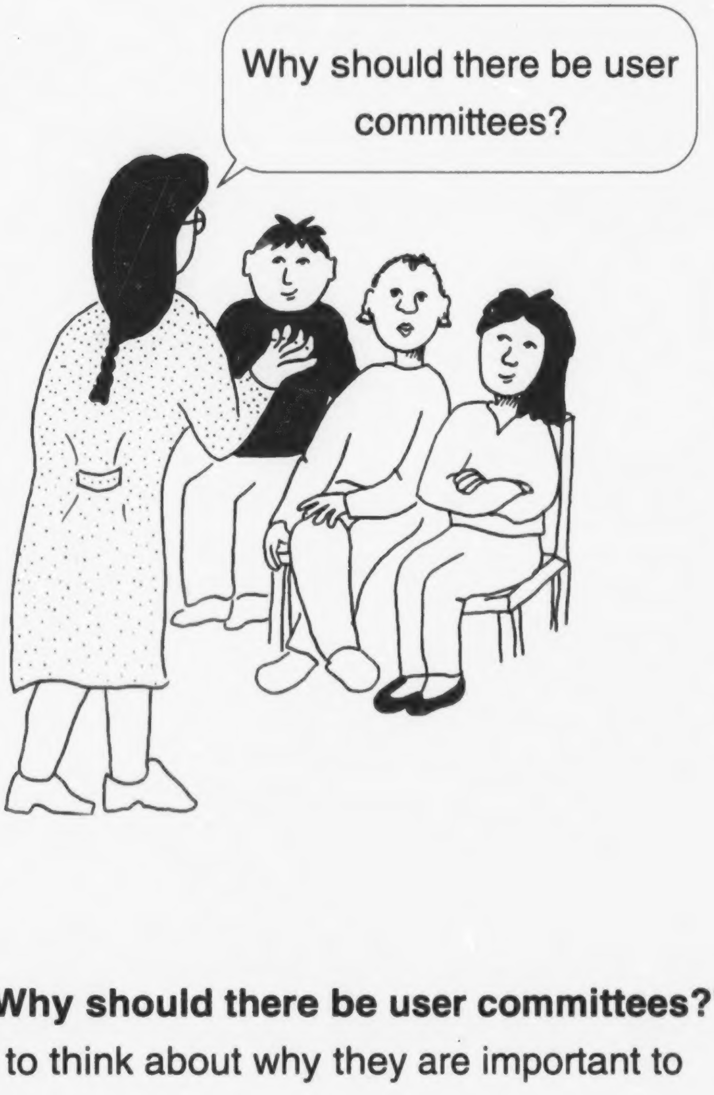
You can do a talk or a presentation to a big group of people. There is more about this in Module 12.


My talk is about
RIGHTS.



Asking Questions

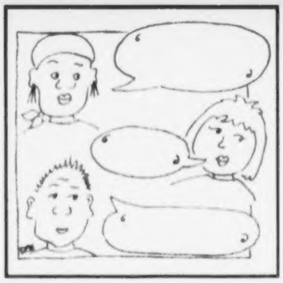
Asking questions can be a good way to talk about things.

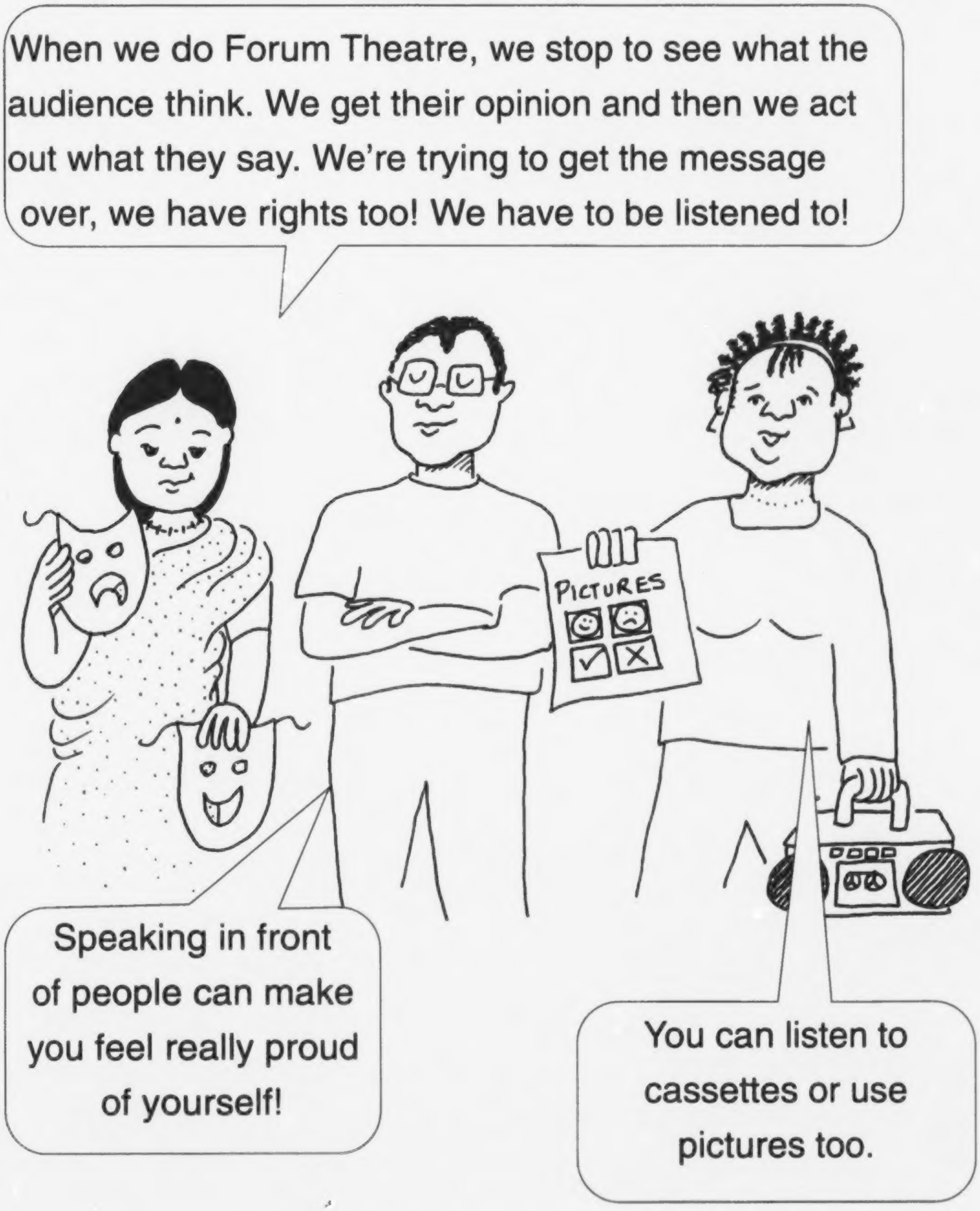

Why should there be user committees?

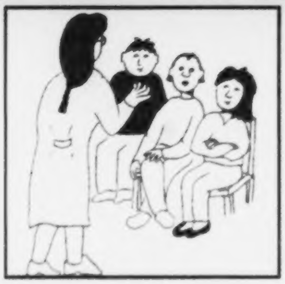
Example:

If you ask, **"Why should there be user committees?"**, people have to think about why they are important to answer the question.

Training for Change, Module 11

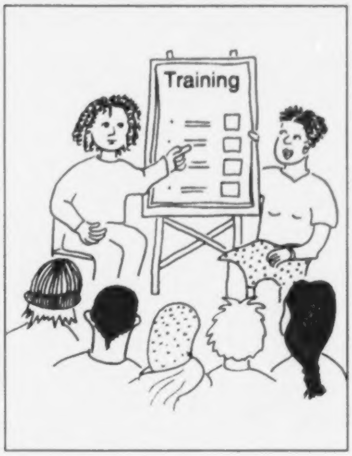



When we do Forum Theatre, we stop to see what the audience think. We get their opinion and then we act out what they say. We're trying to get the message over, we have rights too! We have to be listened to!
PICTURES
Speaking in front of people can make you feel really proud of yourself!
You can listen to cassettes or use pictures too.



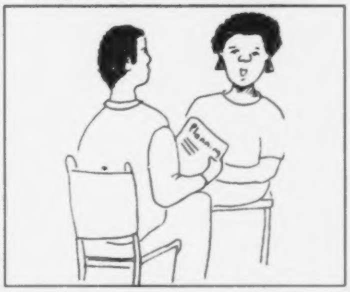
In the group 1

Ways of teaching

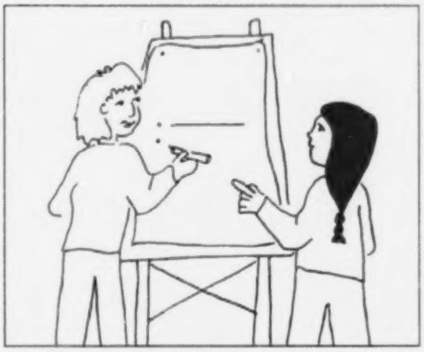


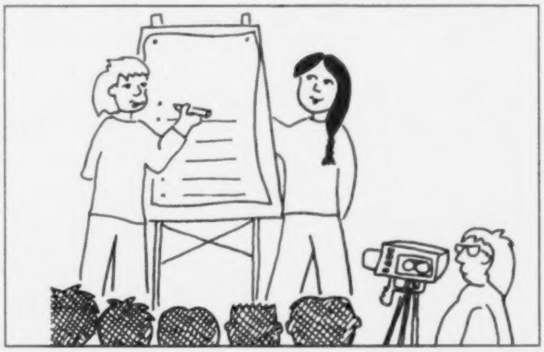
- Try out at least two ways of teaching suggested in this part of the pack.

- Plan and prepare a 10 minute session with aims and learning goals. You will try and teach someone something in 10 minutes!

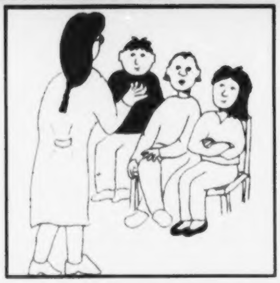


You will need to plan:
- What you want to do
- Who will do what
- What you will need





You will want to have a practice first. Then have a proper go. You can video it if you want to. After, ask yourself and ask your friends in the group what they thought. If you have done a video, you can play it back to help you decide.



In the group 2

Ways of teaching

What went well?

What was hard?

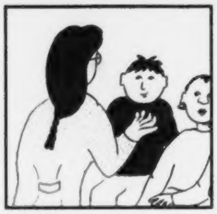
What could be better next time?

About you

Ways of teaching

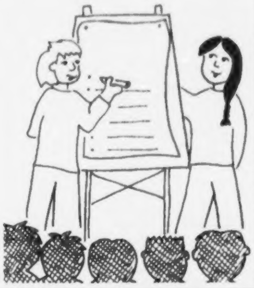
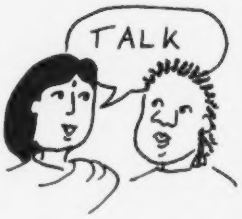
- Think about what you liked about different ways of training.
- Why?

- What was hard?



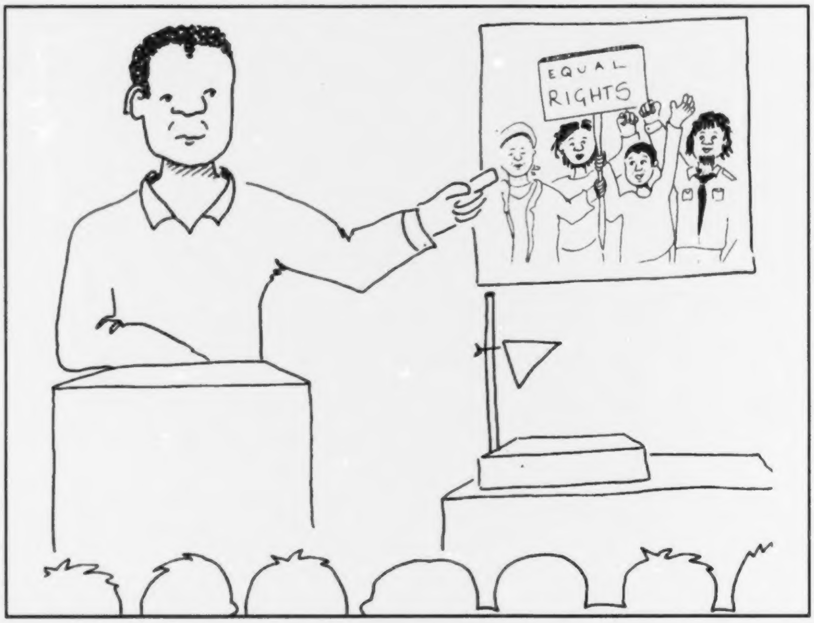
Checklist

Ways of teaching

	I have tried out two ways of teaching	______________ Signed ______________ Date
	I have talked about what went well and what was hard.	______________ Signed ______________ Date

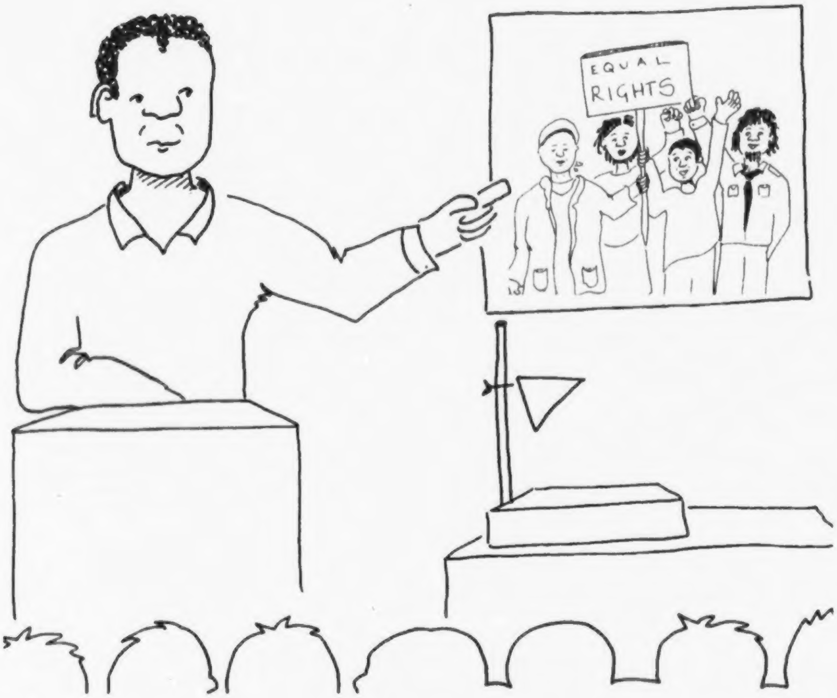
Module 12

Giving a talk


EQUAL
RIGHTS

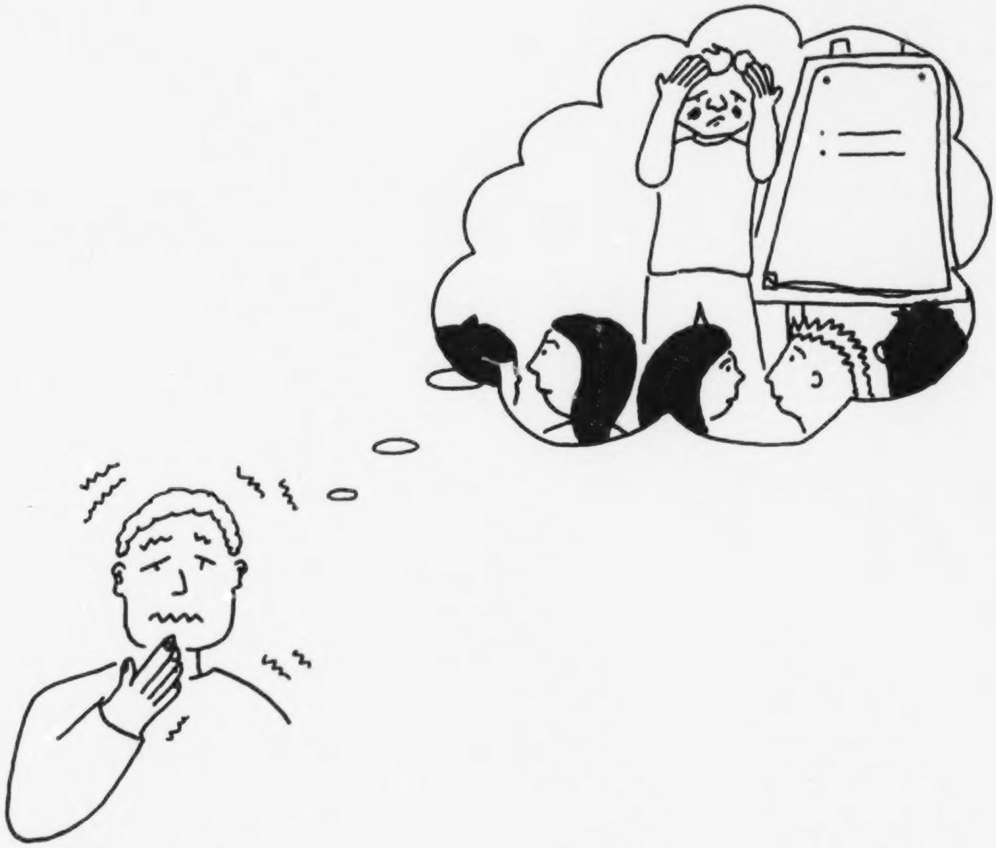
What you will learn

Giving a talk



- Giving a talk is hard.
- You will learn about different ways of doing a talk or a presentation to get what you want to say across to people.
- You will try giving a talk to a group.

Giving a talk



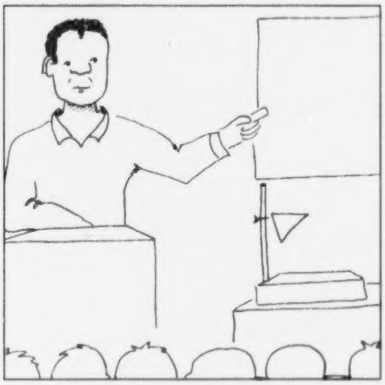
- We all find it hard giving a talk.

- This module is designed to help people think of different ways of doing a talk or a presentation so that hopefully people can find a way that suits their particular strengths.

Handout 1

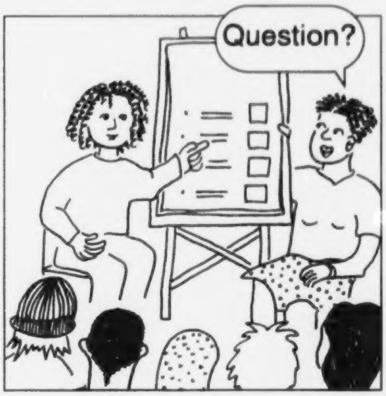
Giving a talk

There are different ways of getting what you want to say across to people. Here are some ways which people with learning disabilities have used to train staff.



Giving a talk

Some people can stand up and say what they want to. Some people use notes or an overhead projector with pictures or words.

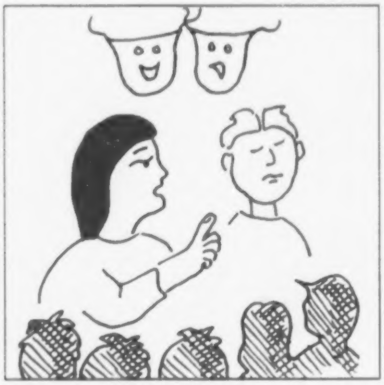


Being interviewed about yourself

This can be easier than giving a talk by yourself. You can talk about the questions before and get someone you know to ask you them. You can practise first.

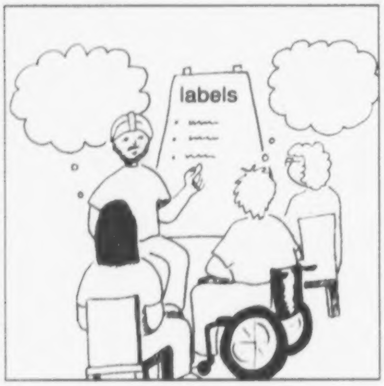
Handout 2

Giving a talk



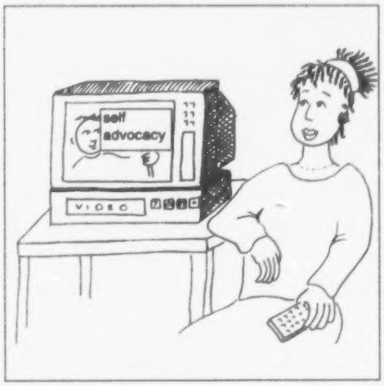
Doing sketches or drama

If you like acting, this can be a good way to get the message over to people.



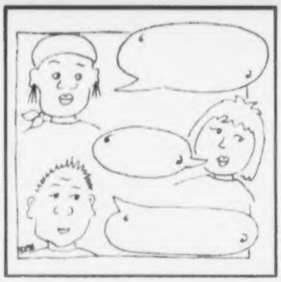
Using labels

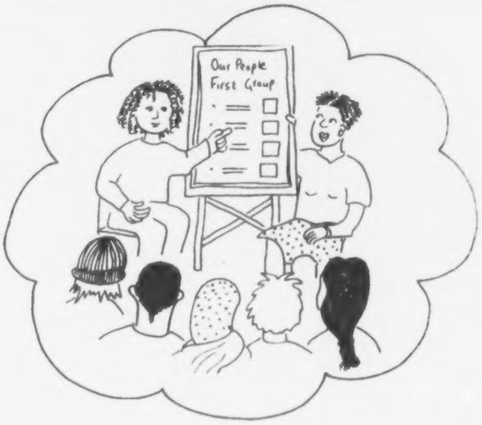
Some people have used the bad labels they have been called to get staff to talk about the problems of labelling.



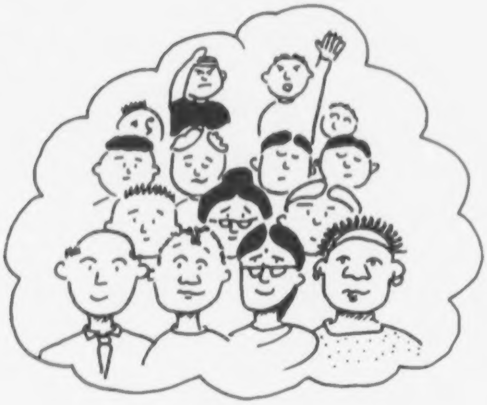
Making a video

Walsall People First made a video about Self-Advocacy. It was shown to councillors.

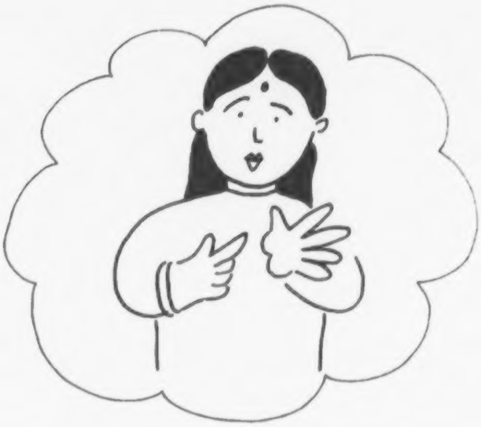




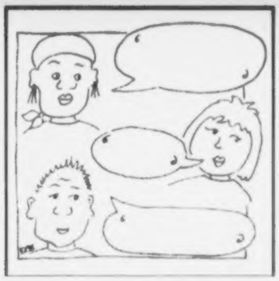
"You've got to be really clear about what kind of talk you are going to give, and where, and who will be there."



"It helps to remember that people at the back may not be able to hear as well, or see as clearly as people sitting in the first few rows."

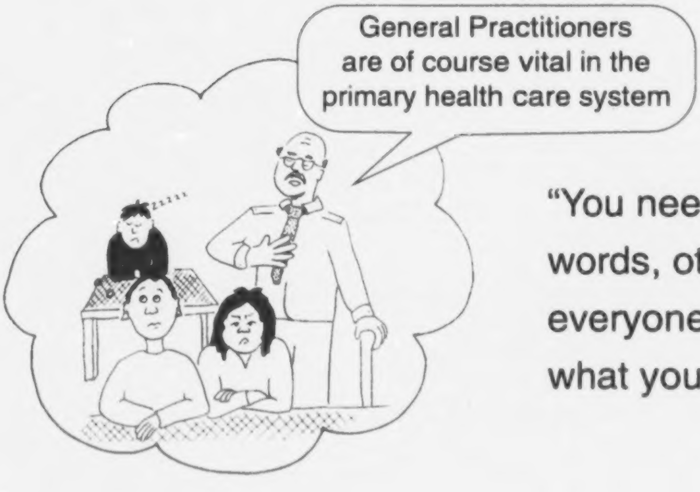


"You might need to book a Sign Language Interpreter for deaf people. You will need to give them some notes beforehand so they know what you are talking about!"

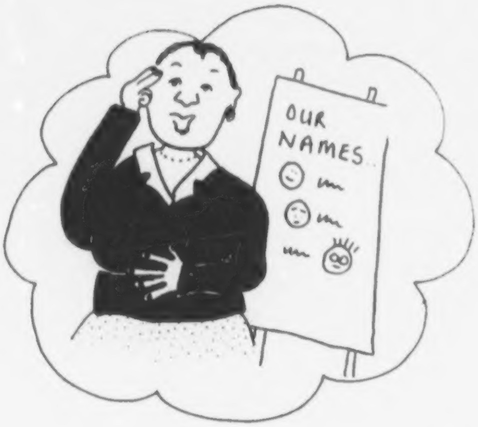


What people say 2

Giving a talk


General Practitioners are of course vital in the primary health care system
zzzzz

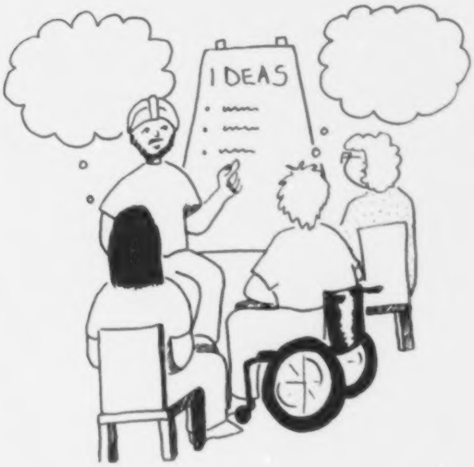
"You need to use easy words, otherwise not everyone will understand what you are talking about!



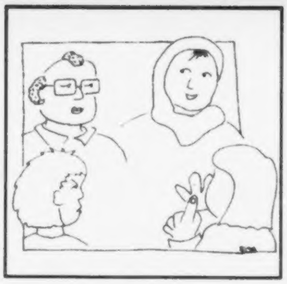
"You can put drawings up to show certain things too."

In the group 1

Giving a talk

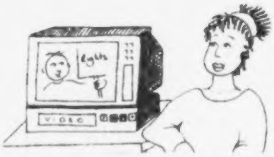


Talk about the different ways you can think of to do a talk or a presentation.



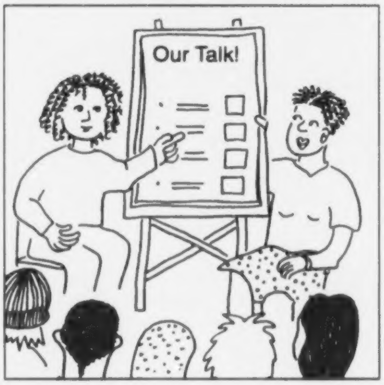
Giving a talk

What are the good and the bad things about the different ways of giving a talk?

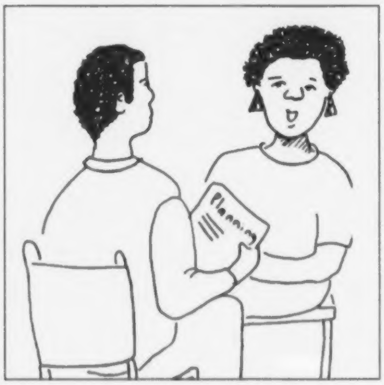
Doing a talk	Good things ☑	Bad things ☒
Example: Showing a video 	It's a good way to show people what we want.	Videos can cost a lot of money to make.

About you 1

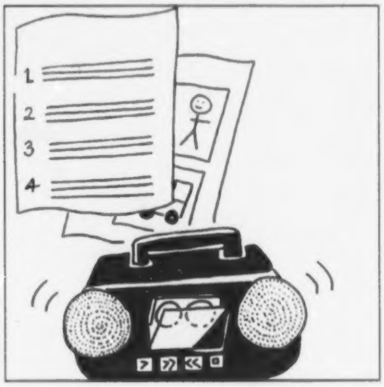
Giving a talk



- Try doing a short talk or presentation to the rest of the group. You can do it on your own or with a friend.



- You will need time to plan your talk.



- It is a good idea to keep notes or a reminder on tape or in pictures of all the presentations you do.

About you 2

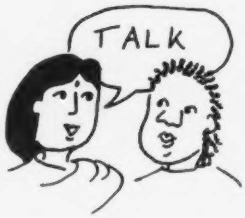
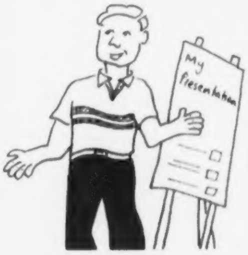
Giving a talk

After your talk ask people:

What went well?	What could be better?

Checklist

Giving a talk

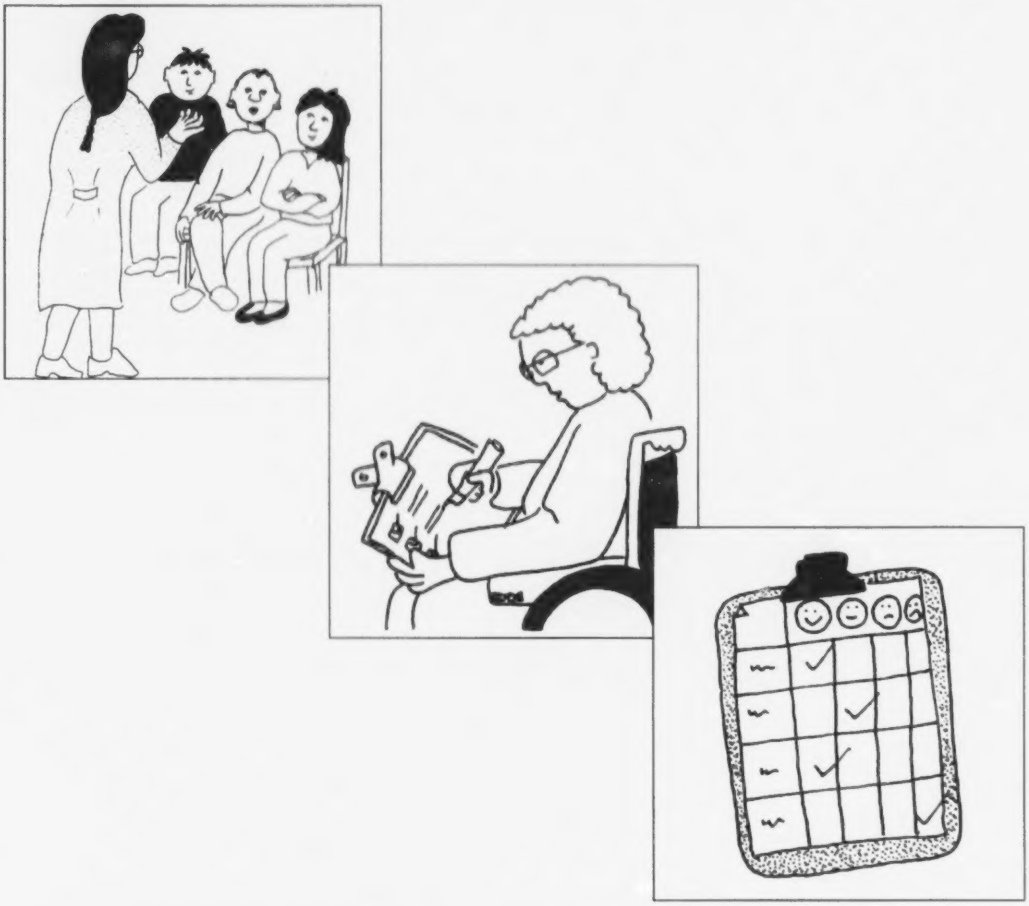
	I have talked about different ways of doing a talk.	Signed Date
 My Presentation	I have given a short talk or presentation to the group.	Signed Date

Module 13

How did it go?

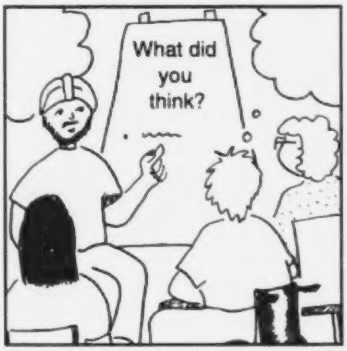
What you will learn

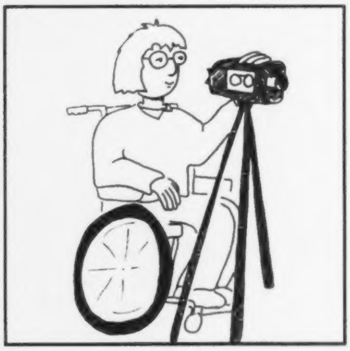
How did it go?

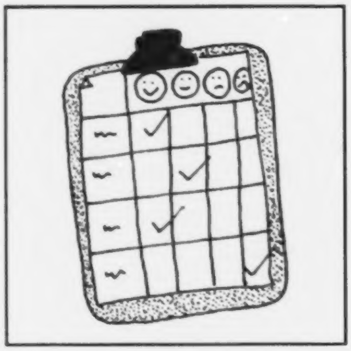


- Evaluation means finding out how the training went.
- Evaluation will help you plan better for the future.
- This part of the pack will tell you different ways to evaluate how the training went. You can try some of them out.

How did it go?


What did you think?

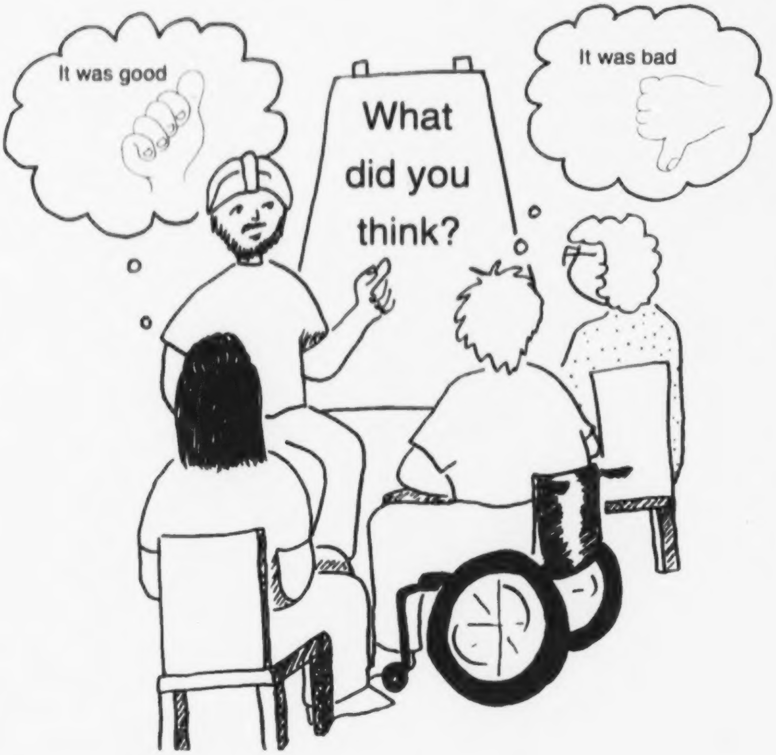




Evaluation can be done in different ways. This part of the pack helps people to think about the different ways and gives people a chance to try them out.

Handout 1

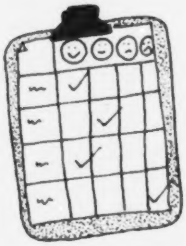
How did it go?


It was good
What did you think?
It was bad

- Evaluation means finding out how training went.
- You do it at the end of a session.
- You can ask what people have learnt from your training.
- You can then think of ways to make it even better next time.

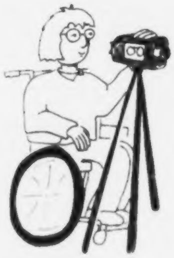
Ways of doing evaluation

On paper



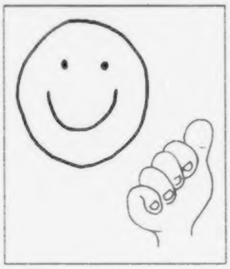
You can have a simple form to give to people. People need to be able to read and write to do this.

On tape or video



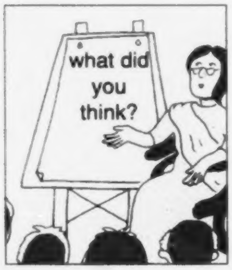
Some people have used tapes or videos to interview people about how they found the training.

Pictures



Some trainers have used sad or happy faces to find out what people think of their training. You can also use thumbs up or thumbs down drawings.

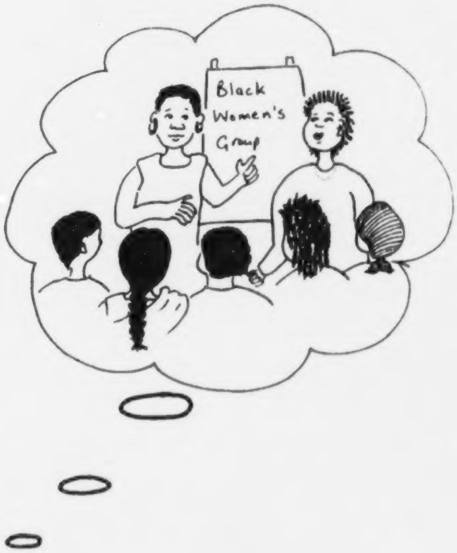
In person


what did you think?

You can ask people at the end of the day:

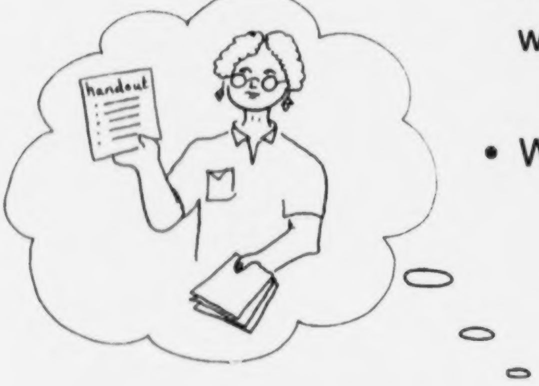
- What have you learnt?
- What was good?
- If anything could have been better?

What to evaluate?



You may want to find out things like:

- What did you think of the teaching?
- Was I talking too fast?
- Did I miss anything out?
- Was there enough time or was the session too long?
- Were the papers OK?

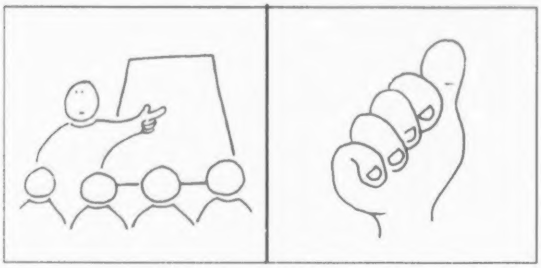


Think of what YOU want to know from people and then ask the right questions to get that information.

Handout 4

How did it go?

Tell us what you thought of the training:

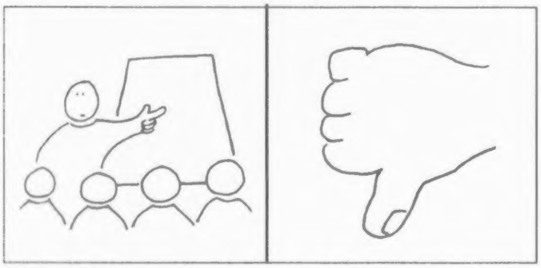


What was good about the training?

____

____

____

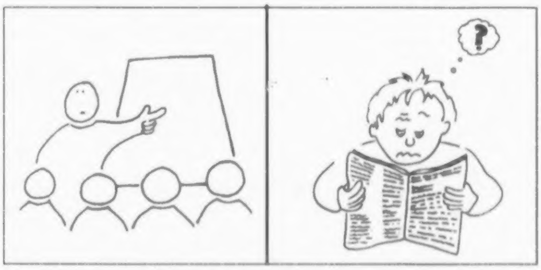


What could have been better?

____

____

____

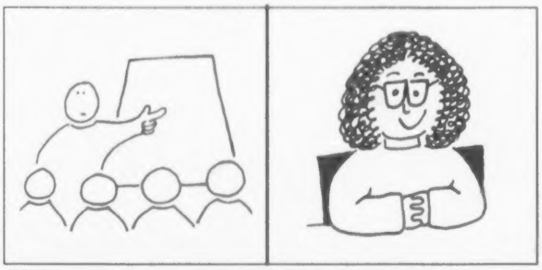


Was there anything you did not understand?

____

____

____



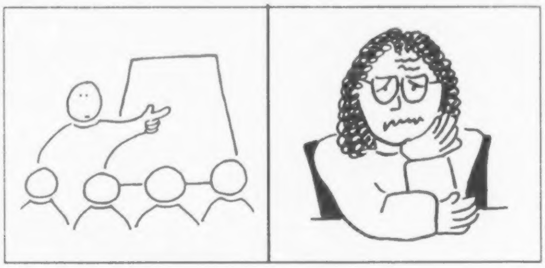
What did you enjoy?

____

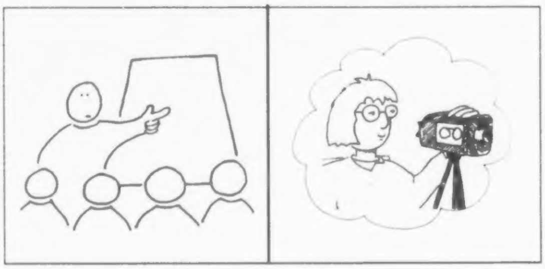
____

Handout 5

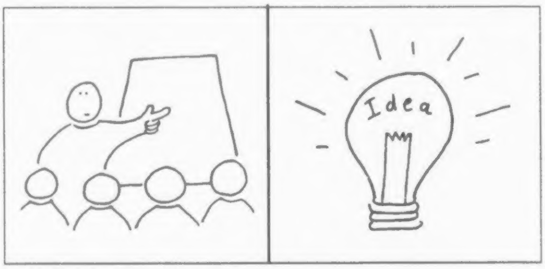
How did it go?



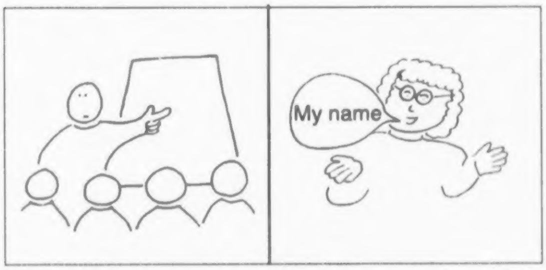
What did you find hard?



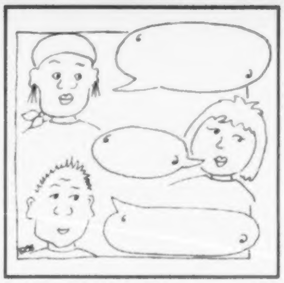
What else would you like training or help with?



Any ideas for future training?

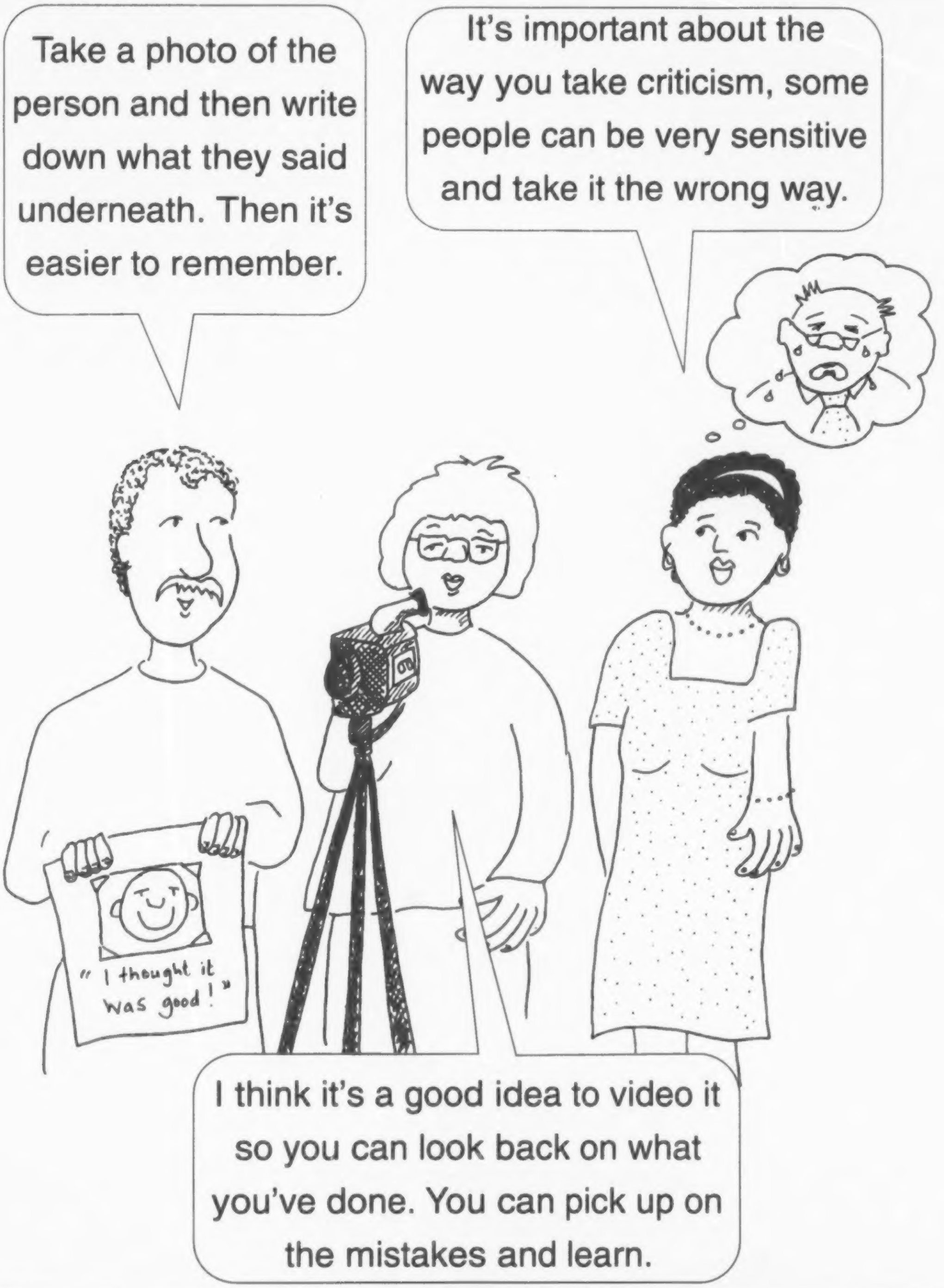


Add your name if you like.



What people say

How did it go?


Take a photo of the person and then write down what they said underneath. Then it's easier to remember.
It's important about the way you take criticism, some people can be very sensitive and take it the wrong way.
" I thought it was good ! "
I think it's a good idea to video it so you can look back on what you've done. You can pick up on the mistakes and learn.

In the group

How did it go?

- Tell each other any ideas you have for doing evaluation.

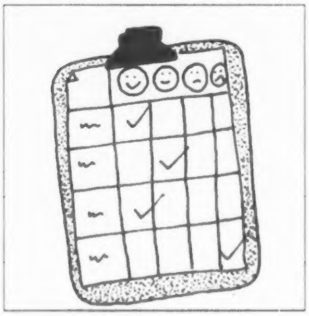
- Make a list of all the ways you can think of with your tutor's help.
- Then add what is good and hard about each way, like the example below:

Way of evaluating.	Good ☺ 👍	Hard ☹ 👎
Example: On paper	Easy to do	People need to be able to read and write.

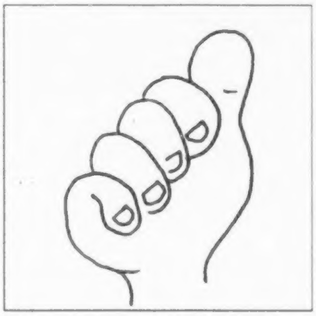
About you

How did it go?

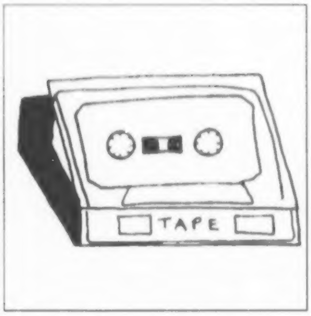
Try out two different ways of evaluating what you and others have learnt from this session. You could choose:



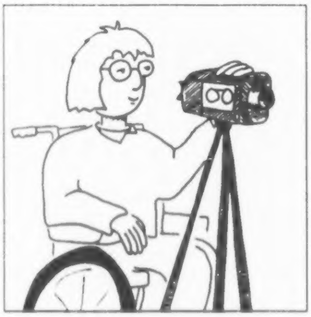
On paper



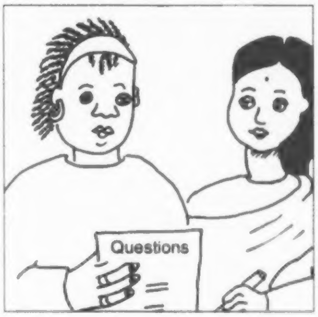
Pictures or symbols



Tape



Camcorder



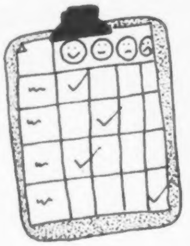
Interviewing people

After you have done this, think about

- What went well?
- What was hard?
- Which did you find easiest to do?

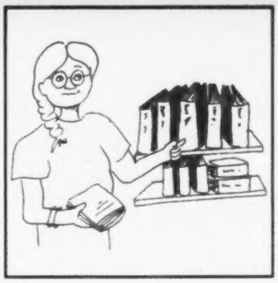
Checklist

How did it go?

	I understand what evaluation is.	Signed Date
	I have made a list of ways of doing it, with good and hard things about each one.	Signed Date
	I have tried out two ways of evaluating my class.	Signed Date

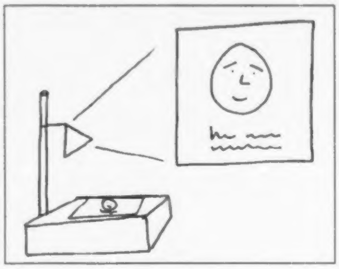
Module 14

Resources

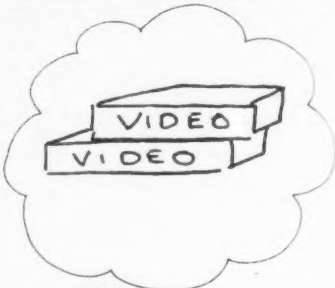


What you will learn

Resources

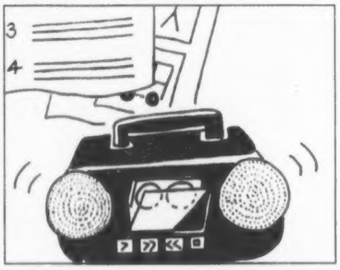


- Resources means all the sorts of things that you will need to do a talk, like photocopiers and overhead projectors.



- There are lots of different resources you can use to help you get your message across.

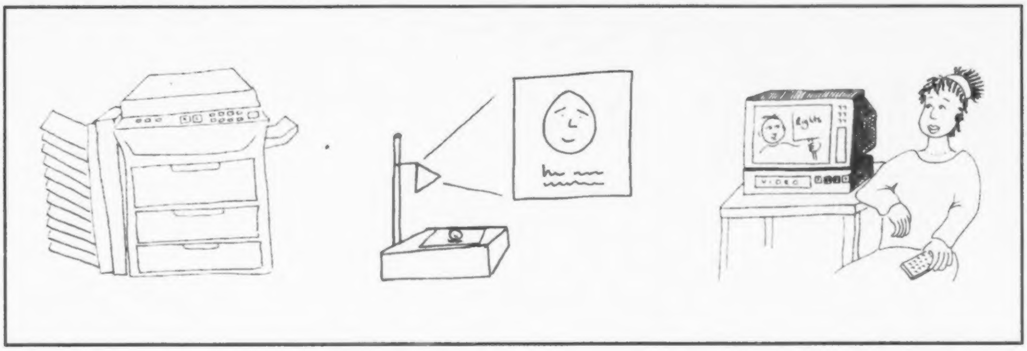
- You will think about what resources you could use to do talks or presentations.



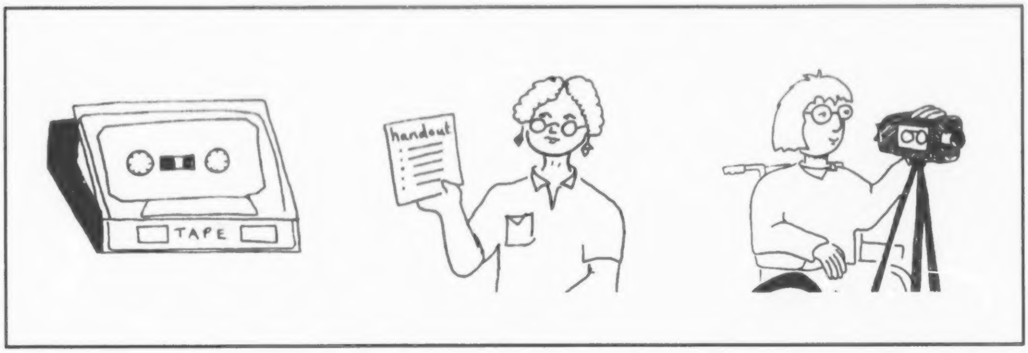
- You will make a list or tape of ideas.

- You will use two different resources to plan and do a short training for the group.

Resources



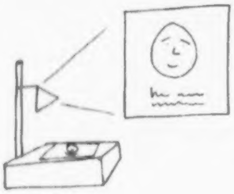
- Resources can help make giving a talk or presentation much easier.
- This session is designed to make people think about what could be used, matched against what they actually have access to.
- People are asked to try out different resources.



Handout 1

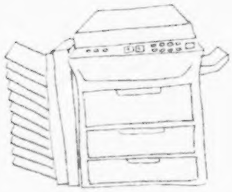
Resources

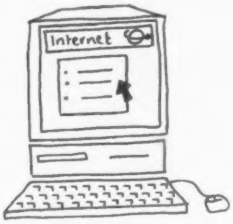
Resources are tools to help us teach. Here are some ideas for resources:



People

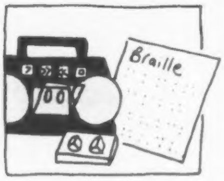
- If you can work with other people it is easier than doing everything on your own.

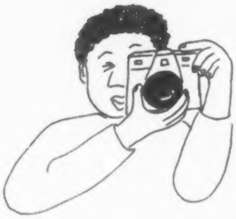


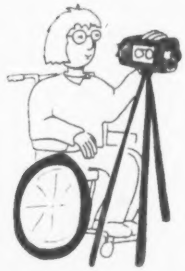


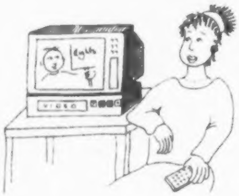
Equipment

- Photocopier
- Video recorder
- Tape recorder
- Overhead projector and screen
- Computers
- Camcorder/video equipment
- Camera



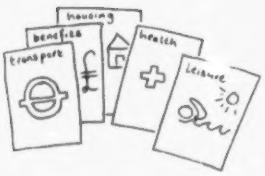


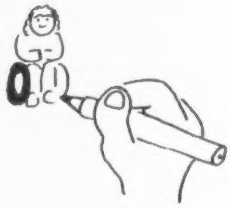




Handout 2

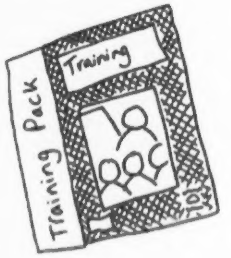
Resources


housing
benefits
transport
health
leisure

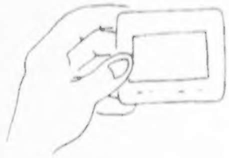


Paper resources

- Leaflets
- Handouts
- Poems
- Pictures
- Training packs

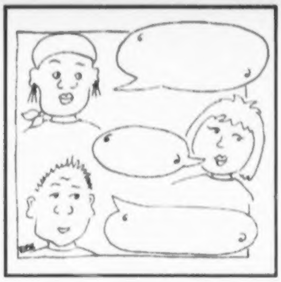

Training
Training Pack

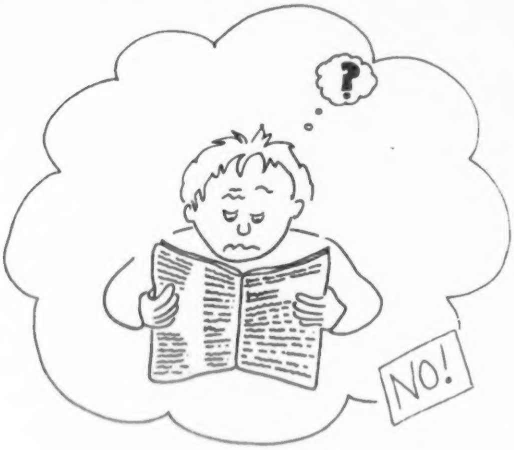
Other resources



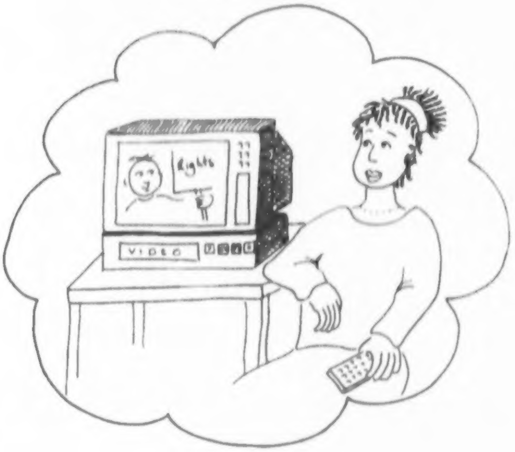
- Slides / photos
- Videos
- Audio tapes

VIDEO
VIDEO

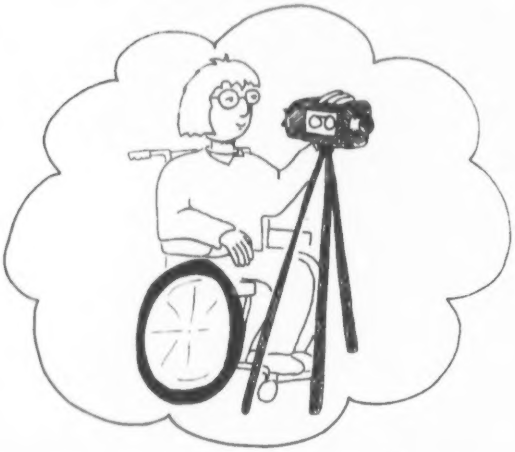




"Language has to be basic with drawings, pictures and easy words."

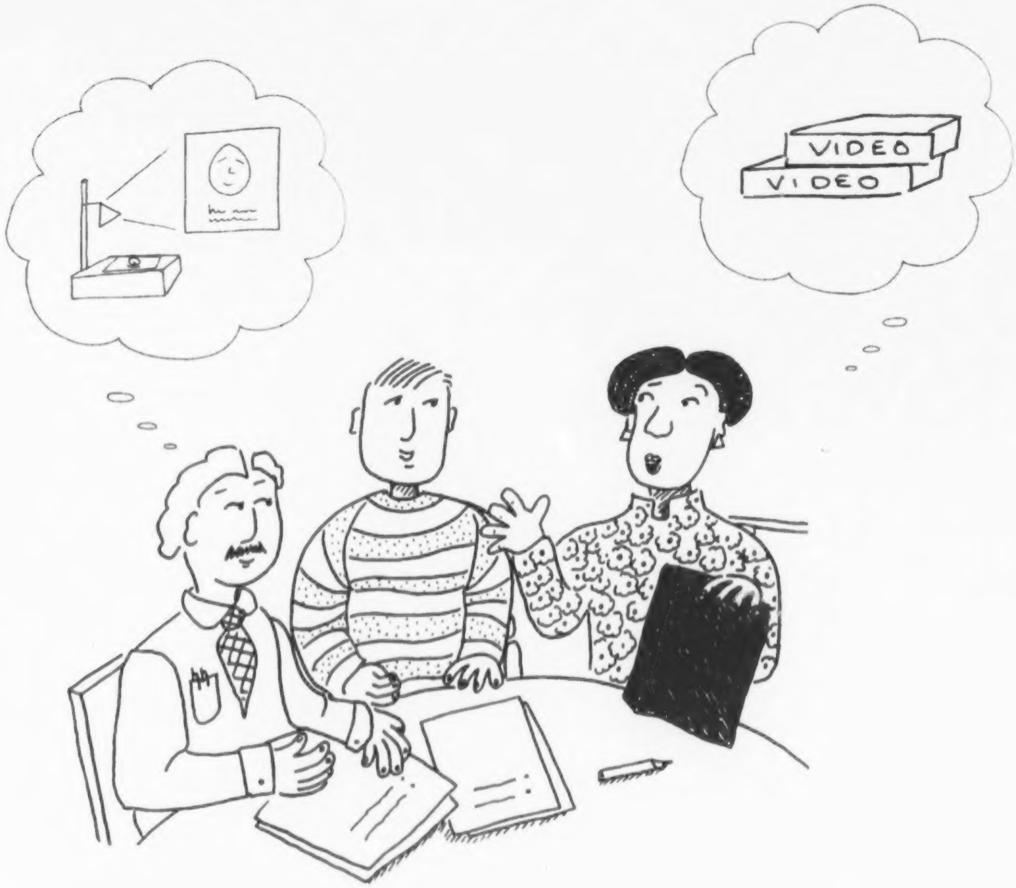


" Videos with people with learning disabilities talking about their own lives are interesting."



" I have used an OHP, videos and tapes. Next time I want to use a camcorder and take photos of people."

Resources

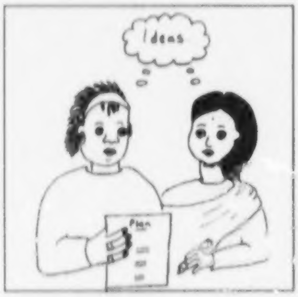


- Talk about which resources you have used.
- Talk about which resources you would like to use.
- Make a list or tape of the things you have used and the things you would like to use.

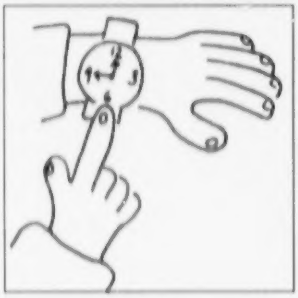
About you

Resources

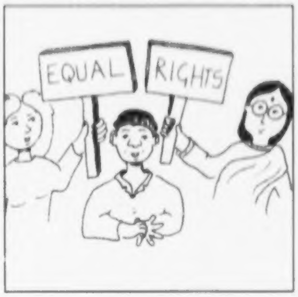
- Choose two resources you want to try out.
- Make sure you choose ones which are available to you. Ask for help if you need it.



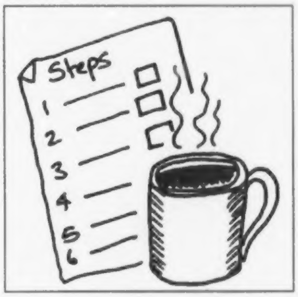
- Plan and do a short training session for the group using 2 different resources.



- It should take 5 to 10 minutes.
- It could be about rights or self-advocacy, or about a hobby or interest you have.



- Or you could try teaching a skill like making a hot drink by breaking it into steps.



Checklist

Resources

	I can say what resources are.	Signed Date
	I have talked about resources.	Signed Date
	I have made a list or tape of ideas for resources.	Signed Date
	I have planned and done a short training session for the group using two different resources.	Signed Date

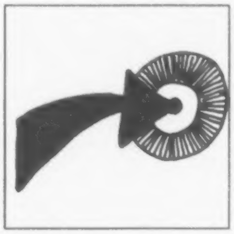
Module 15

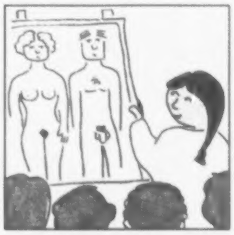
Doing your own research

What you will learn 1

Research

Sometimes you will know a lot about something, like "speaking up for yourself", day centres or what it is like to go to a special school.





EQUAL
RIGHTS

If you are asked to do training, you will need to think about what you want to say.

This also ties in with the part of the pack on **planning** and deciding what the aim or the point of the training is.

Sometimes you may want to do training on particular things like:

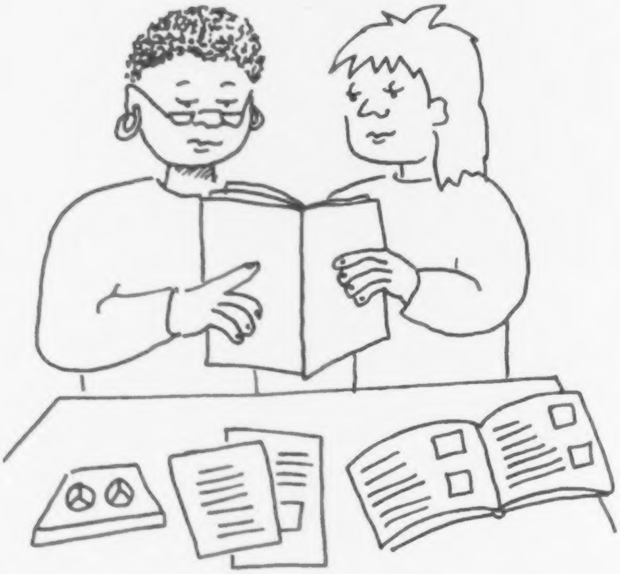
- Sex education
- Women's or men's groups
- History of people with learning disabilities
- Black groups
- People with learning disabilities who are also blind or deaf.

What you will learn 2

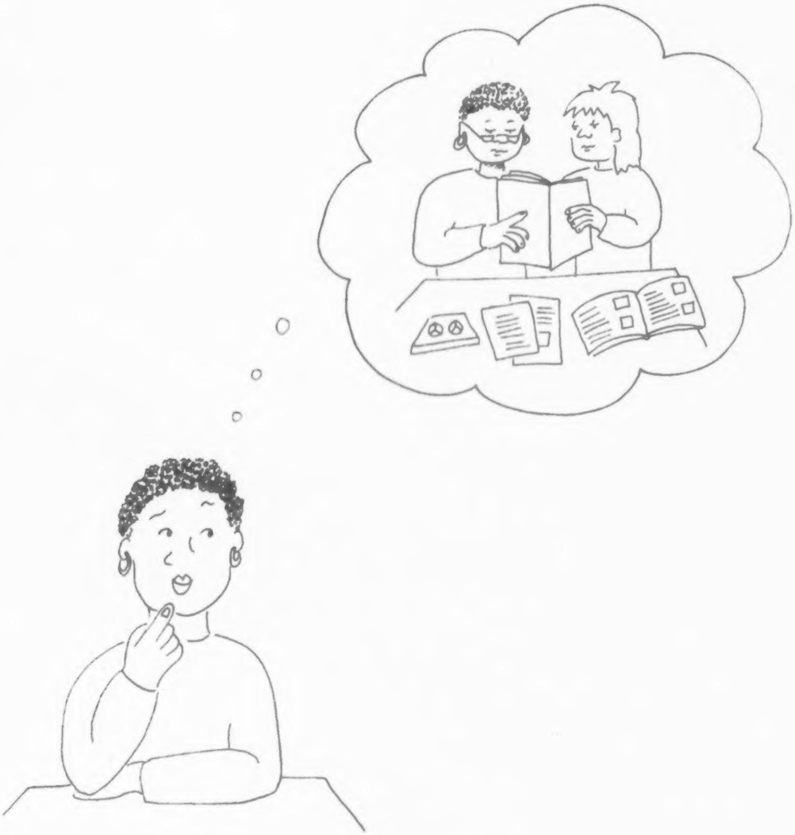
Research

It will be important that whatever training you want to do, you know how to do **research**.

Research means getting information.



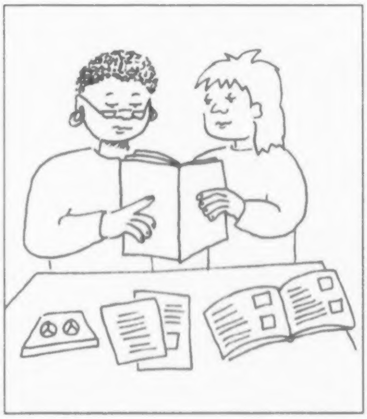
This bit of the pack will help you to find information and to do your own research.

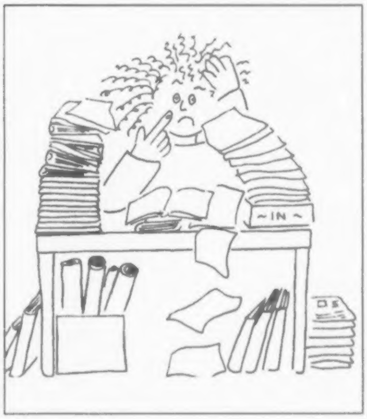


The idea of doing research will be new for many people.

This section will show people how to get information and resources.

Research





Research

Research means getting the information you want.

Getting it right

You can collect a lot of information which you don't need!

Think hard about what you want to know about and get a bit of information at a time so you don't get buried under a pile of papers!

Handout 2

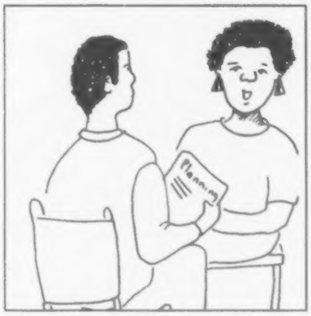
Research

There are different ways of getting help with research:

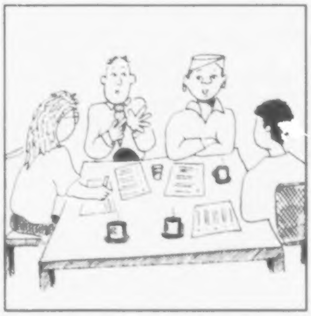
Talking to people

People you know may be able to help you.

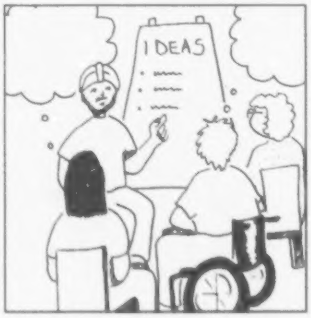
People may be able to tell you what you want to know or tell you who else would be good to talk to. This is free.



You may need to make an appointment to see people. Sometimes you may want to meet up with one or two people **before** you do the training for them, to find out more about what they want.



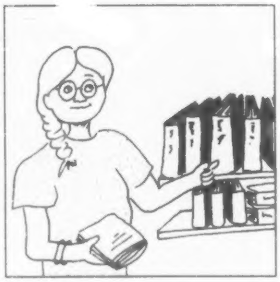
For example, if you were working in a day centre, users could tell you about the problems before you do the training, so you know what to work on.



Handout 3

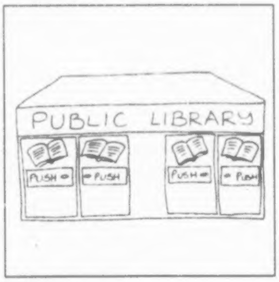
Research

Resource Collections



Some day centres or self-advocacy groups have their own collections of materials and resources including packs on self-advocacy and rights. This is free.

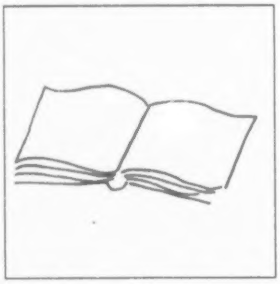
Libraries



Public libraries should be able to order books, tapes and videos for you. The staff will help you find what you are looking for.

You need:

- the title of the book, tape or video
- the name of the people who did it
- the publisher



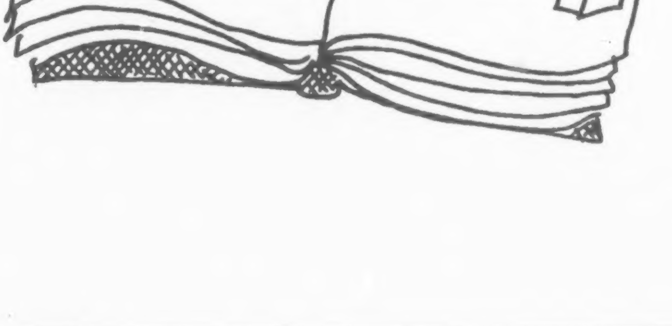
Borrowing things from the library is free or cheap but you may have to pay a pound or two to order something.

Catalogues / book lists

Catalogues and book lists are free but you have to pay for things you order.

Some places like Pavilion Publishing and Values Into Action have packs written by service users or written for service users on their lists.

Sometimes things are cheaper for self-advocacy groups.

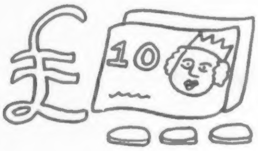


Organisations

Some organisations have materials written for service users on different things. For example:

- CHANGE has lots of information and a regular newsletter with information about rights.
- People First have done some materials for users, for example on assessment and on sexuality.
- The Mental Health Foundation have a report accessible for people with learning disabilities.
- The Open University course Equal People is written for people with and without learning disabilities.

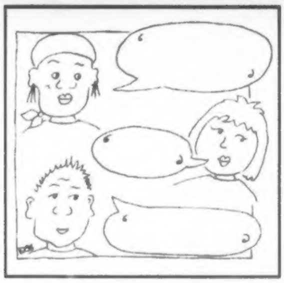
Money



Some of these ideas need money to buy materials to look at.

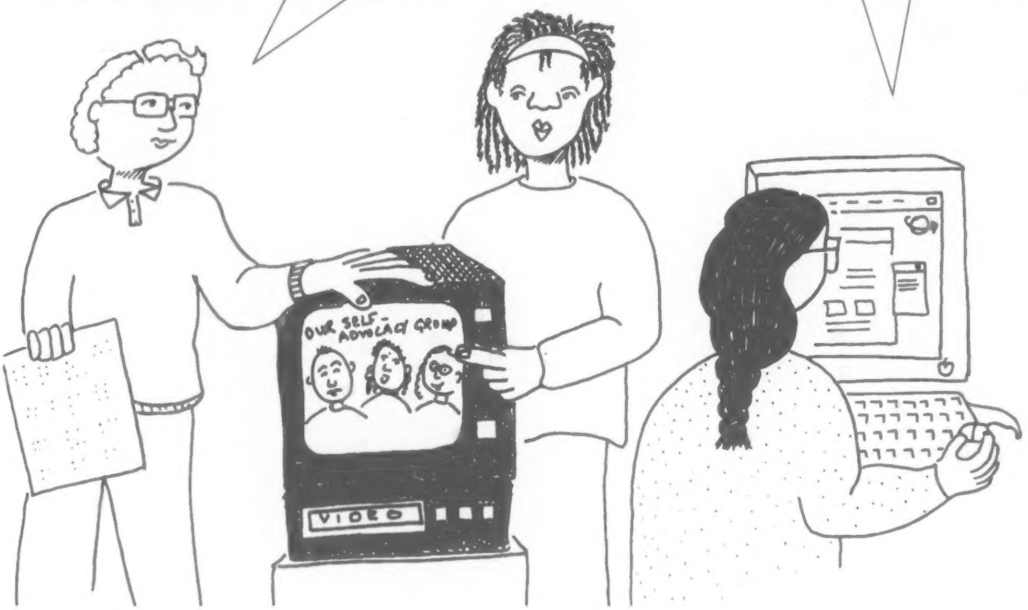
Try and look at things before you buy a copy so that you can make sure it is exactly what you want.

You can try asking if there is any training money available through your self-advocacy group, employer, day centre or college. You may be lucky!



Information that you need may be available on video, in large print and Braille. It's important to get what people need.

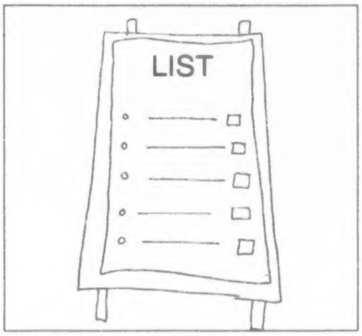
Another way of getting information is teletext, and you can contact people on the computer, on the Internet.



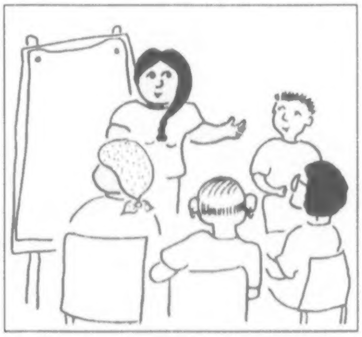
It's important to find out what other groups are doing. They could give information and you may be able to help them. It's a two way thing.

In the group 1

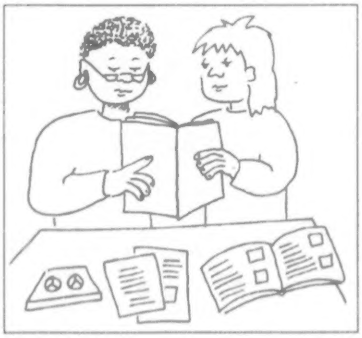
Research



- Make a list with your tutor of all the ways of doing research that you can think of.



- In the group, arrange for each person to get some information for next time. Talk about who will do what.



- You should try and bring something that you are interested in and which could help you do training.

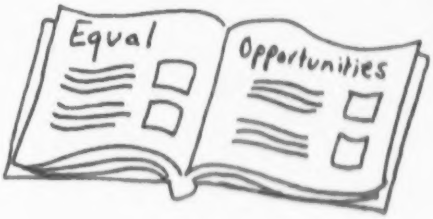
- Then you can bring all the information in and look at it.

In the group 2

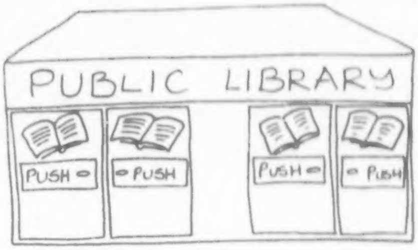
Research

Questions to ask when you have each brought something in:

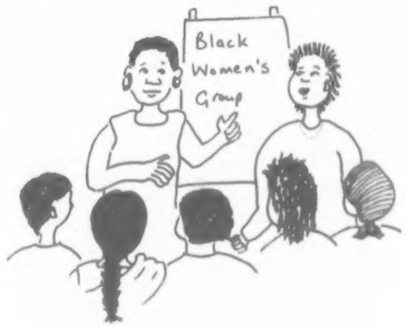
What have you got?


Equal
Opportunities

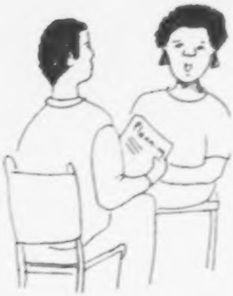
How did you get it?


PUBLIC LIBRARY
PUSH
PUSH
PUSH
PUSH

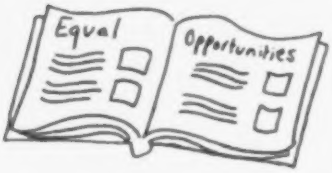
What are you going to do with it?


Black Women's Group

Getting some information for the group activity

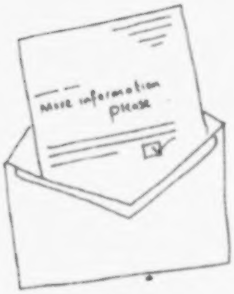


Find one bit of information to help you do training.


Equal
Opportunities

You could:

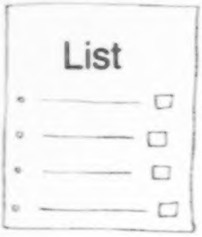
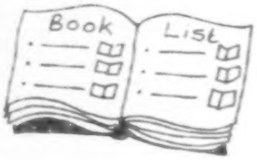
- ask people for advice or contacts
- find a book, pack, video or tape that would be good
- send off for a catalogue or details of books, packs or courses


More information please

Think how you could use it and bring it with you next time to show everyone.

Checklist

Research

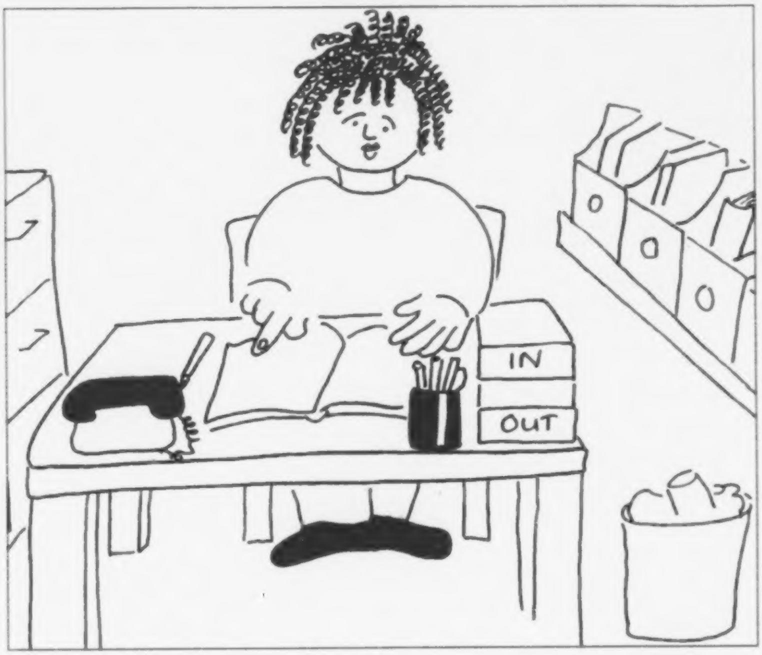
	I have made a list with help of the different ways of doing research.	____________ Signed ____________ Date
	I have got some information to help with training.	____________ Signed ____________ Date

Module 16

Organising yourself

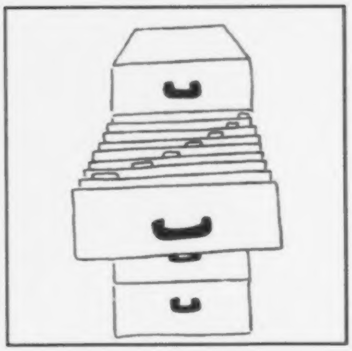
What you will learn

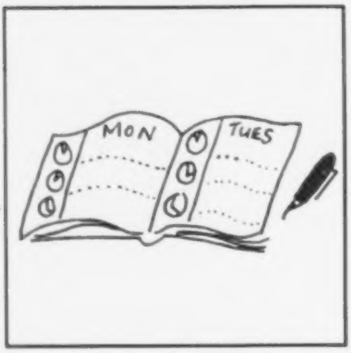
Organising yourself

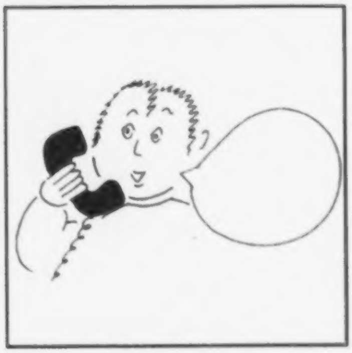


- This bit of the pack is to help you get organised!
- When you do training, it helps to have some office skills.
- You will think about what you need in order to manage well.

Organising yourself







We all need to be organised in our lives to do things like remember appointments and turn up on time.

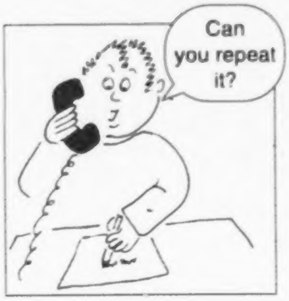
This section looks at things like filing, keeping a diary and using the phone.

Handout 1 Organising yourself

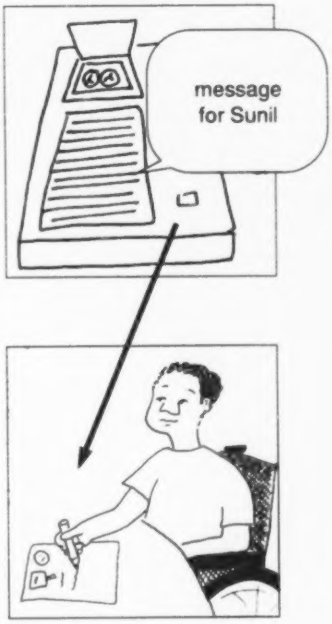
Using the phone

Using the phone is very important to make arrangements.

People might want to practise


Can you repeat it?

- speaking on the phone or the minicom to make arrangements. You can ask people to say things again if you do not understand

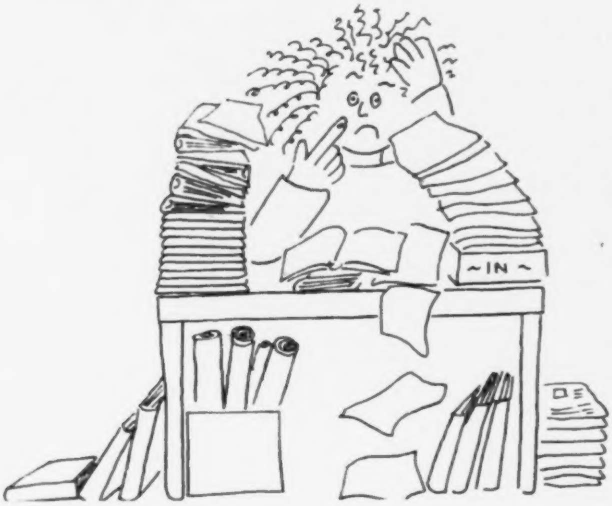


- taking messages for other people on the phone
- recording an answerphone message
- taking messages from an answerphone machine.

Handout 2

Organising yourself

Filing

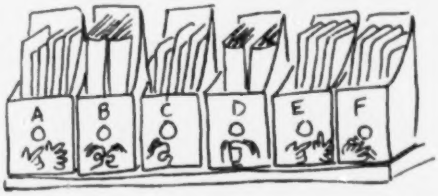


Everyone hates filing but without doing it you can get into a BIG mess!

Piles of paper everywhere make it hard to find what you need.

People at CHANGE are getting used to doing some filing. You can use filing boxes or cabinets.

One idea is to have different colours and shapes for different pieces of work to help make it easy to put things in the right place.

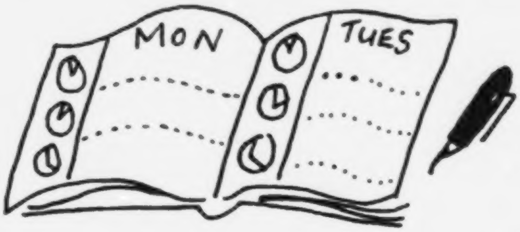


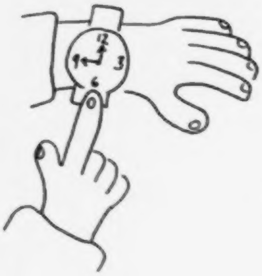
Handout 3

Organising yourself

Keeping a diary

Keeping a diary to remember things is one of the things that people at CHANGE have got used to doing to help them keep on top of their training work.

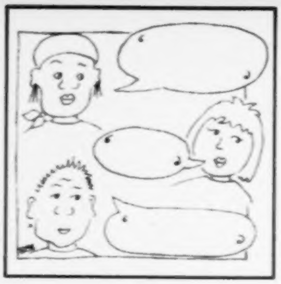




At first Justine used to turn up five hours late for a meeting or even on the wrong day!

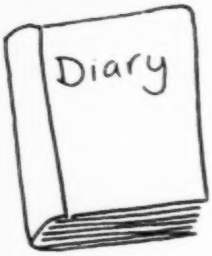
With practice, she has got used to knowing that she needs to turn up at a particular time and place.

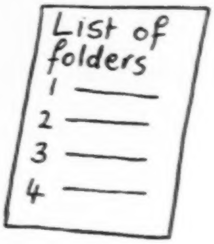
A big diary with large pages and times set out for each day has helped Justine to know what she is doing every day.

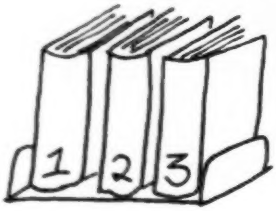


Organising yourself

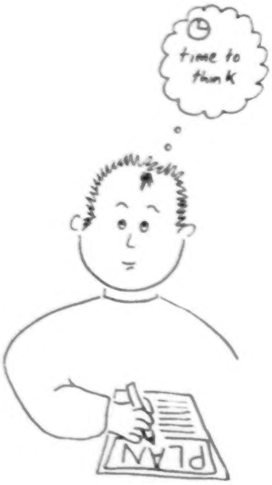
Have a diary! Have a list of all the folders you've got for different pieces of work. Have different colours for them and the list should tell you what is in the folders.

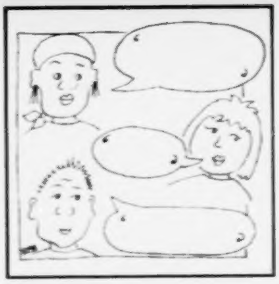



List of folders
1
2
3
4



Part of getting organised is having time to think what you're doing and time to plan.


time to think
PLAN

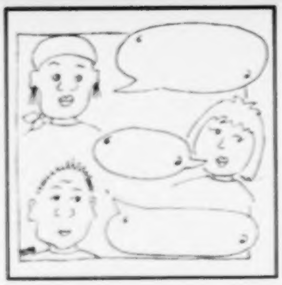


What people say 2 Organising yourself

I've got a good idea for a game which helps in organising ourselves.

- make a weekly timetable like the one on the other side of this page
- make little cards to say what you are doing and where
- make little cards with pictures of how you are going to get there
- think about your weekly timetable and see if you can fill it in correctly using your cards.

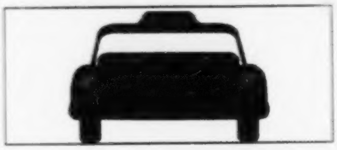
You can play this game in groups too.

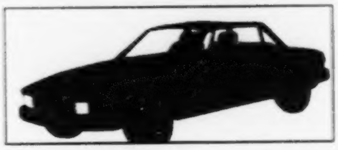


What people say 3

Organising yourself

	mornings	afternoons	evenings
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			





meeting
House of Commons

People First meeting
The Friary

Opportunity Housing
Trust
Transport House

Conference meeting
Resource Centre

Good idea by Tracey Silver, DART, Cardiff!

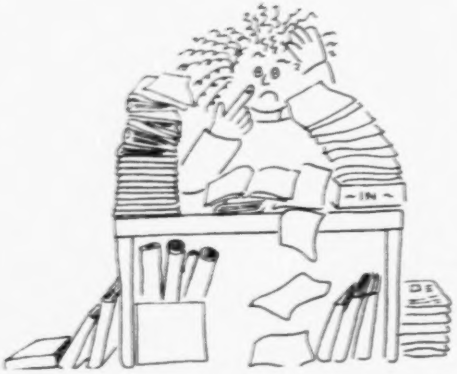
In the group

Organising yourself

Talk about what you need to help you get organised.

Make a list of things you have trouble with and good ideas to help with problems.

For example:

Problem ☹	Ideas 💡
Ann has a hard time keeping her papers straight.  	• she could ask for some help • she could spend a bit of time sorting things out at the end of the day • another idea is to tidy up for an hour and then give yourself a treat.

Organising yourself

Think of one thing you find hard about getting organised.

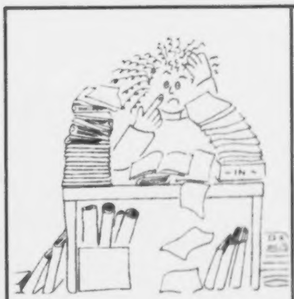
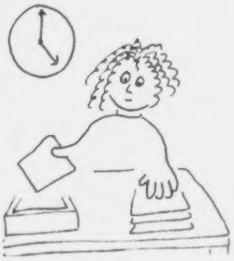
What is it?

Write it down, draw it or tape it.

How can you deal with it?

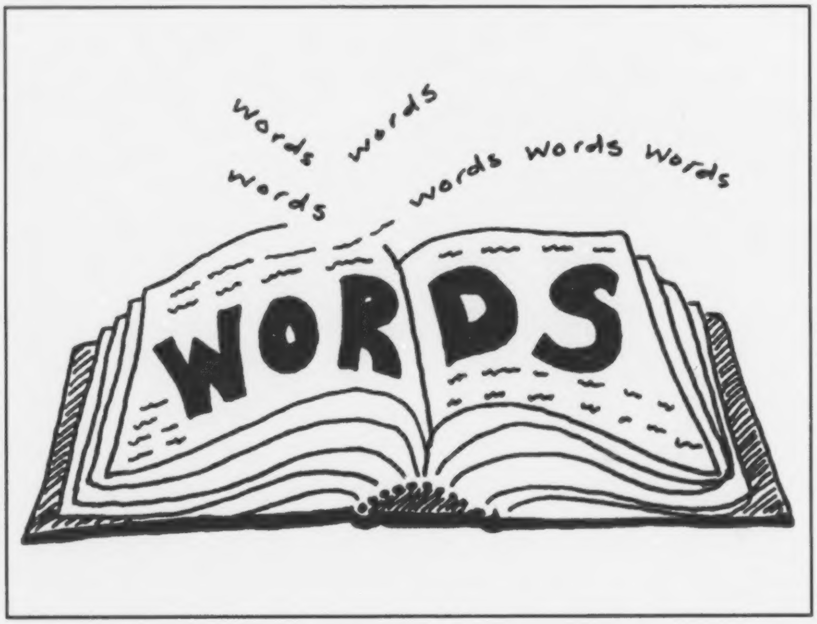
Checklist

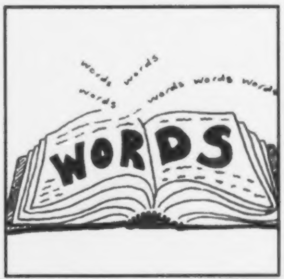
Organising yourself

	I have found out what things are hard about getting organised.	Signed Date
	I have thought of ways to deal with the hard things.	Signed Date

Word Bank

By Richard West


words
words
words
words
words
words
WORDS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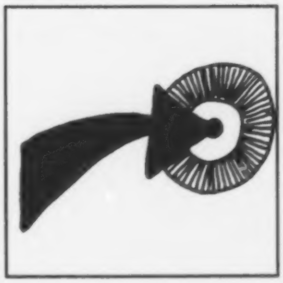
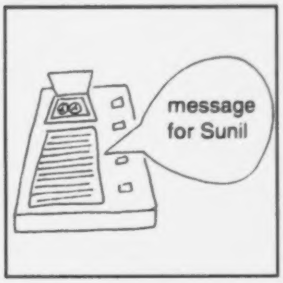
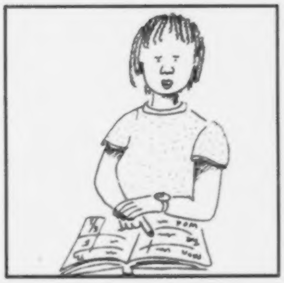
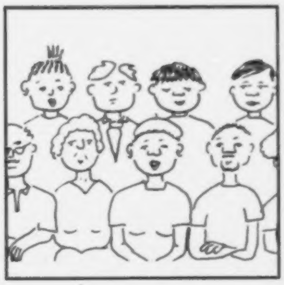
WORDS

Word Bank




message for Sunil

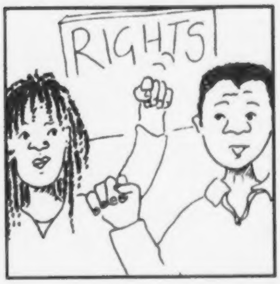


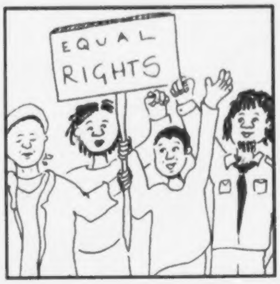


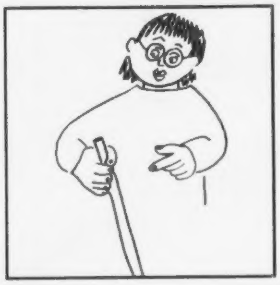
Hard word	Easy words
aim	the point of what we are doing
answer phone	a phone which takes messages when there is no-one to answer it
appointment	the time you have arranged to meet someone
audience	people watching a show or a talk

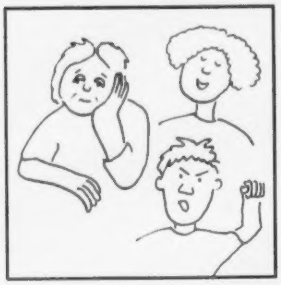
words words
words words words words
WORDS

Word Bank




EQUAL RIGHTS

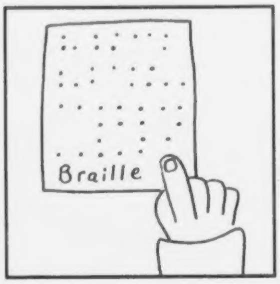
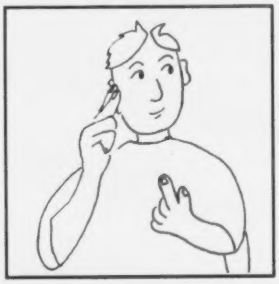
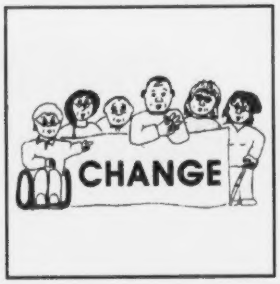
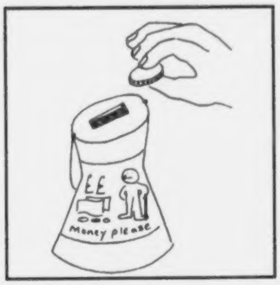




Hard word	Easy words
assertiveness	speaking up for yourself
Black People	people who are often discriminated against in Britain because they are not white
Blind People	people who often experience discrimination because they cannot see
body language	the gestures you use and the expressions on your face

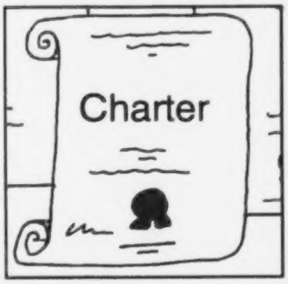
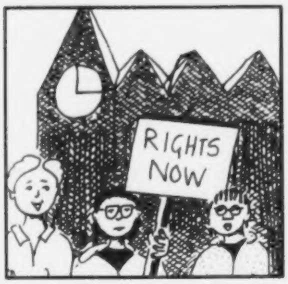
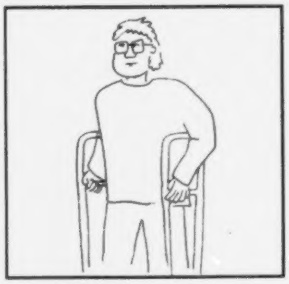
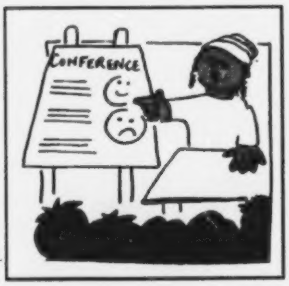
words words
words words words words
WORDS

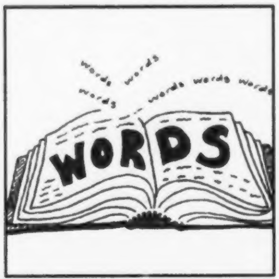
Word Bank

	Hard word	Easy words
	Braille	words made out of raised dots on the paper for people who cannot see
	British Sign Language	a language used by Deaf People in Britain
	CHANGE	CHANGE works with people with learning disabilities including those who are blind or deaf
 ££ Money please	Charity Model of Disability	when people feel sorry for Disabled People and give them money

words words words words words words
WORDS

Word Bank

	Hard word	Easy words
	charter	a list of rules
	Civil Rights	people's rights in the law
	complex needs	people who have more than one impairment
 CONFERENCE	conference	a big meeting of people talking


words
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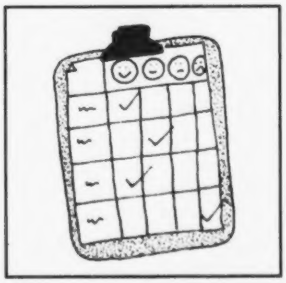
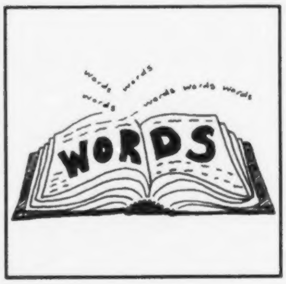
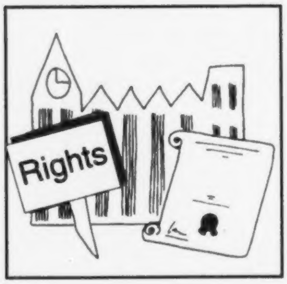
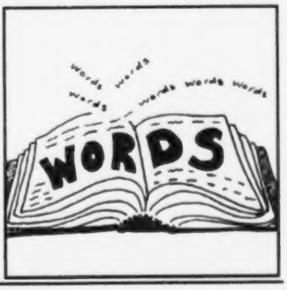
WORDS

Word Bank

	Hard word	Easy words
	criticism	to talk about the bad and good things about a person or a session
	Deaf People	People who often experience discrimination because they can't hear
	definition	what a word means
	Disability Discrimination Act	a law of rules about Disabled People's Rights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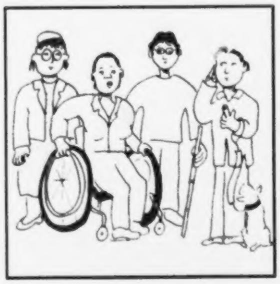
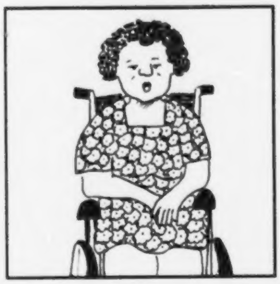
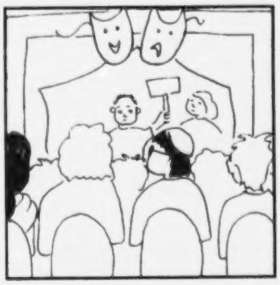
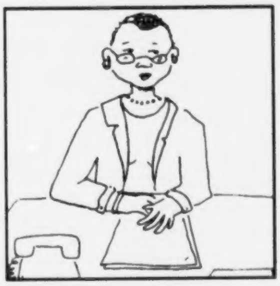
Word Bank

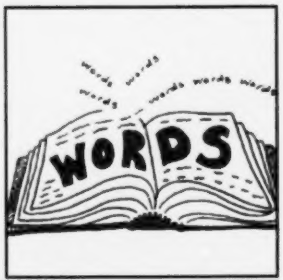








Hard word	Easy words
Disabled People	people who often experience discrimination because they have an impairment
double oppression	when you are treated very badly because for example you might be Black and Disabled
drama	acting
employer	the boss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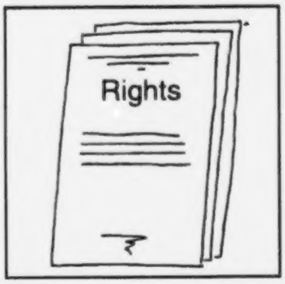
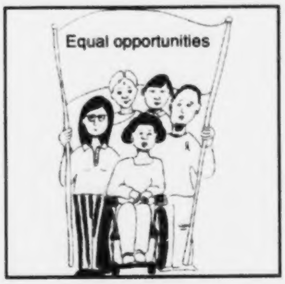
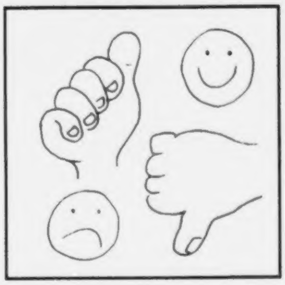
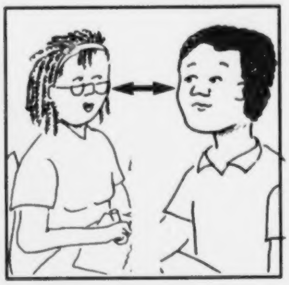
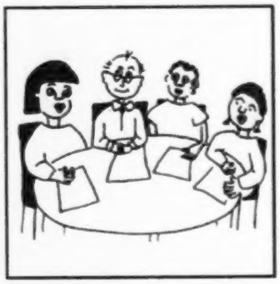
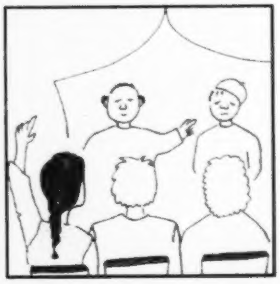
Word Bank

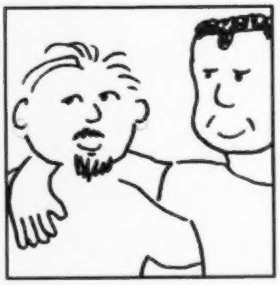
	Hard word	Easy words
	entitlement	the things you are allowed to have or you have a right to
	equal opportunities	making sure everyone has good access, and equal rights
	evaluation	saying things you like, what is good and what is bad about something
	eye contact	one person looking at another person's eyes

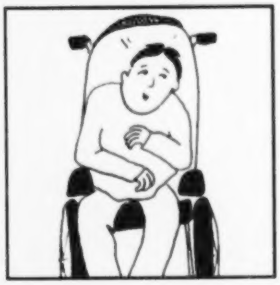
Rights
Equal opportunities

Word Bank

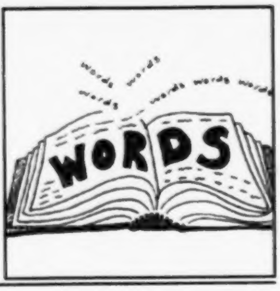








Hard word	Easy words
formal	strict
Forum Theatre	people act out a scene and the audience decides what should happen next
gay men	men who love other men
high support needs	people who need more help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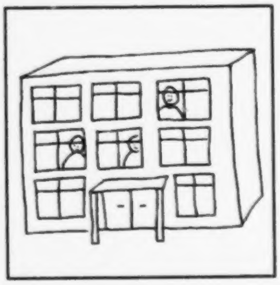
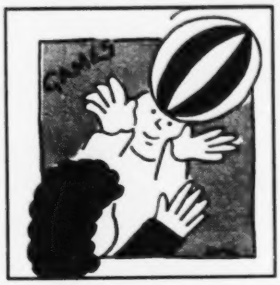
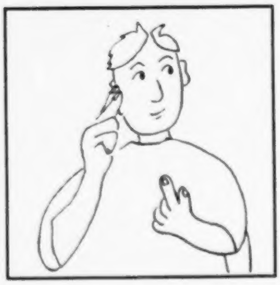
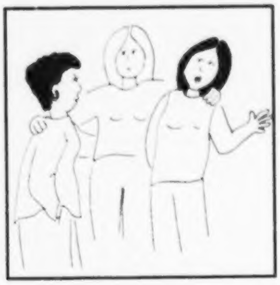
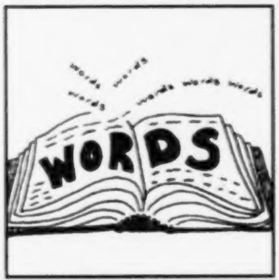
Word Bank

	Hard word	Easy words
	hostel	a place where people with learning disabilities live, and get some support
	ice-breakers	games to use when you are starting a group to help people relax
	impairment	when something doesn't work, for example when your ears don't work you are a Deaf Person
	informal	not strict, relaxed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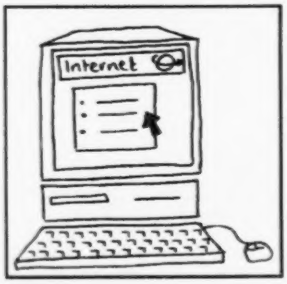
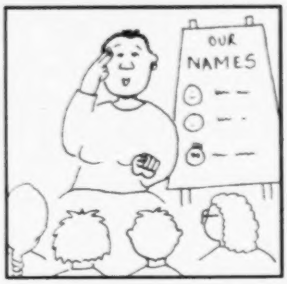
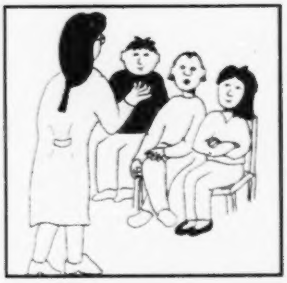
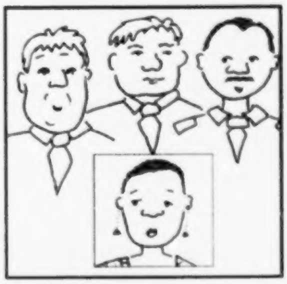
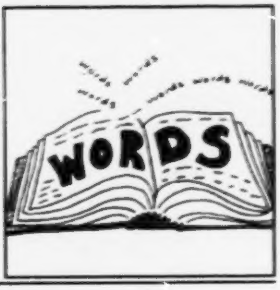
Word Bank

	Hard word	Easy words
	Internet	information from people around the world through the computer
	introduce	start with saying our names
	introductory session	the first session
	isolation	feeling on your own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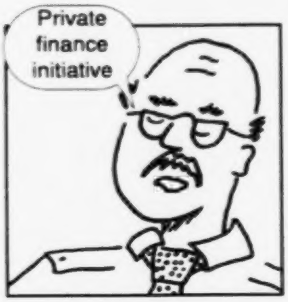
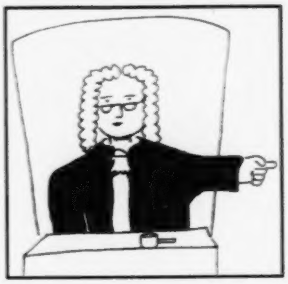
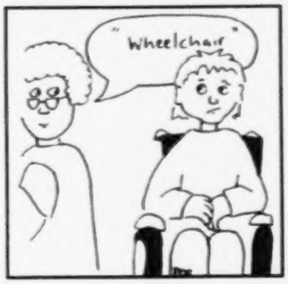
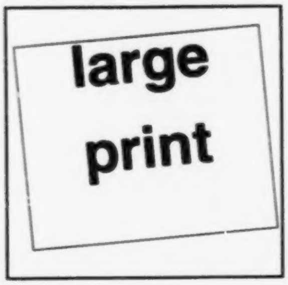
Word Bank


Private finance initiative

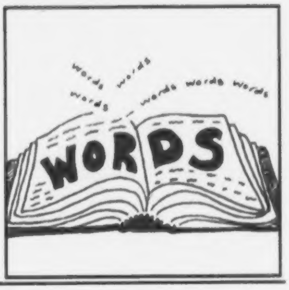



"Wheelchair"


large print

Hard word	Easy words
jargon	using heavy or long words
judgement	to make a rule if some important things are right or wrong
label	a word used to describe people that they haven't usually chosen themselves like "handicapped"
large print	words that are printed big and easier to see

Word Bank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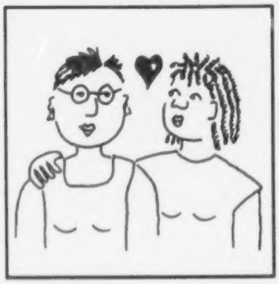
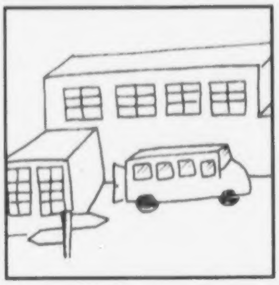
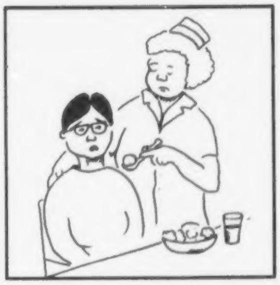
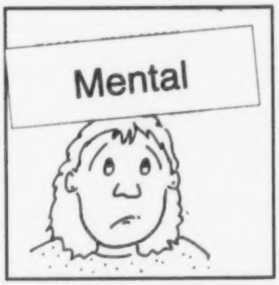
	Hard word	Easy words
	lesbians	women who love other women
	long-stay hospital	a hospital where people with learning disabilities used to live and some still do
	Medical Model	People thinking that doctors and nurses know best about people with learning disabilities
	mental	a bad attitude label given to people who have mental health problems

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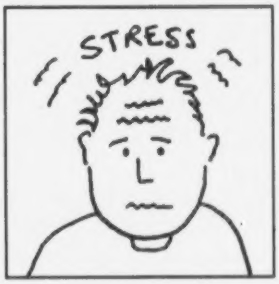
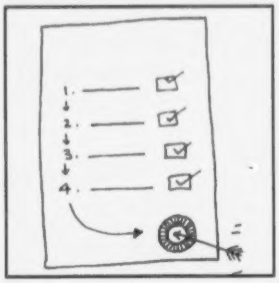
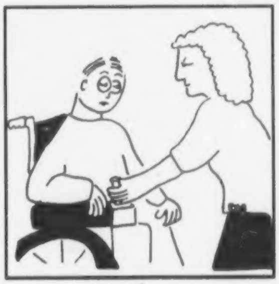
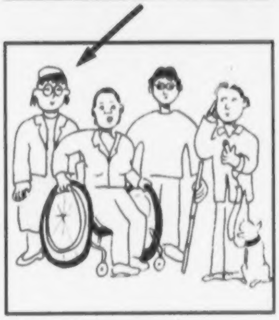
Word Bank

	Hard word	Easy words
	mental health problems	when our feelings inside make us see the world in a frightening way
	objectives	the things you need to do to get your aims
	oppression	being treated badly because of who you are
	person with a learning disability	someone who is often discriminated against because they take longer to learn things, and need easy words

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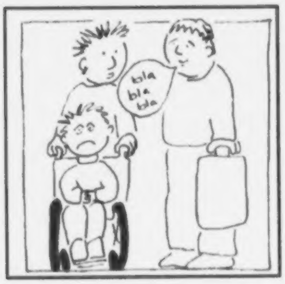
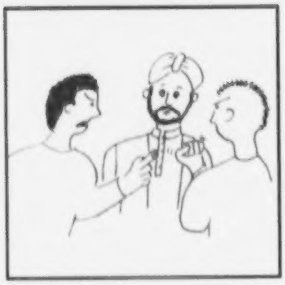
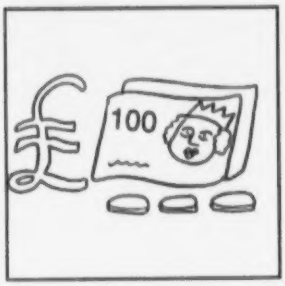
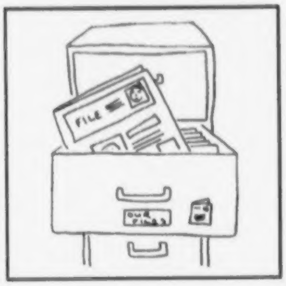
Word Bank

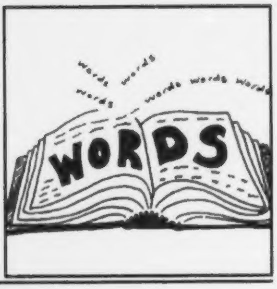







FILE
OUR FILES

Hard word	Easy words
prejudice	having a bad attitude towards someone because they are different from you
racism	treating a person badly because they are Black
real wage	getting paid proper amounts of money for the work you do
record	things that have been written down on paper or saved to look at again later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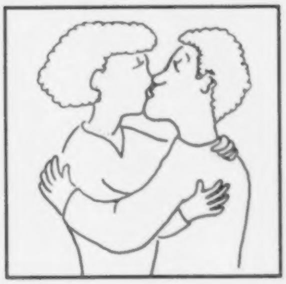
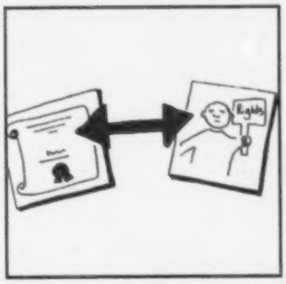
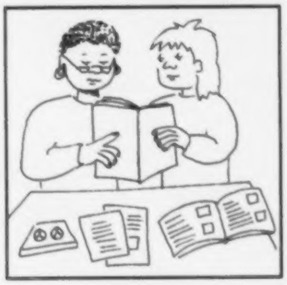
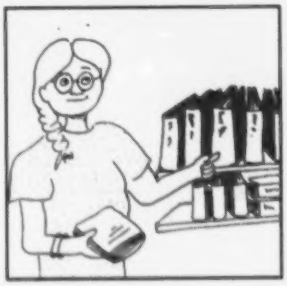
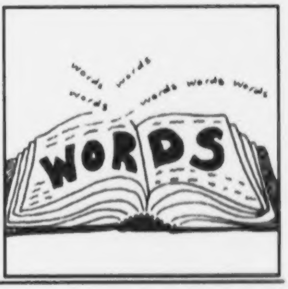
Word Bank

	Hard word	Easy words
	relationships	people you love or have sex with, like a partner
	relevant	when one thing is linked to another, and is worth talking about at the same time
	research	finding out more information
	resources	all the things you get to help you do a talk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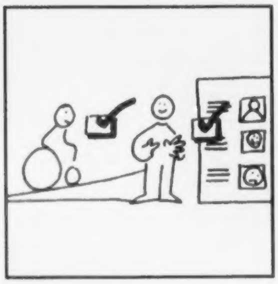
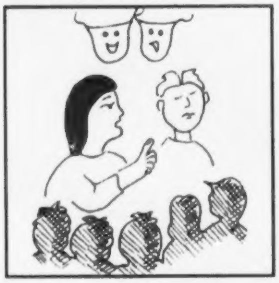
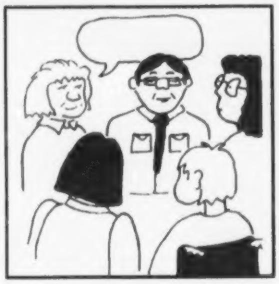
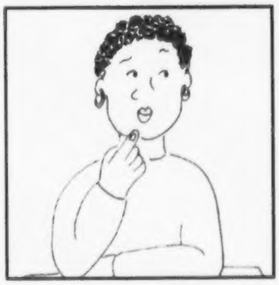
Word Bank









Hard word	Easy words
Rights	things you should get, so that you are equal with everyone else
role play	acting out things from real life
self-advocacy group	a group of people with learning disabilities speaking out for their rights
self-assessment	thinking about what you are good at and what you need to learn

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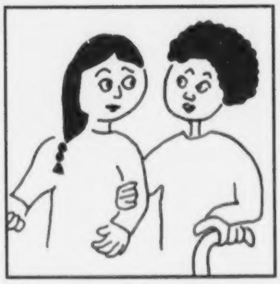
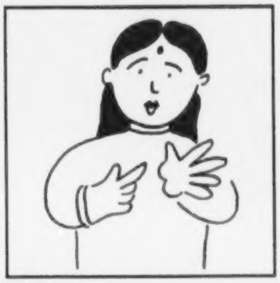
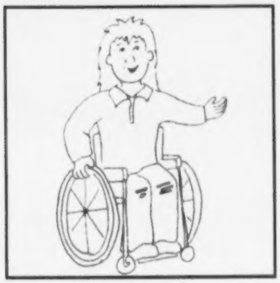
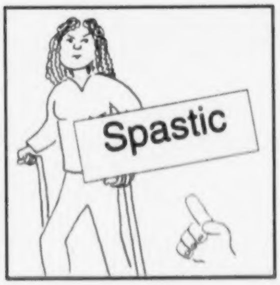
Word Bank









Hard word	Easy words
services	the people who will work with you and get you what you need in your life
sign language interpreter	a person who can translate between English and British Sign Language
Social Model of Disability	fighting for access and rights instead of discrimination
spastic	a bad label sometimes given to Disabled People who have Cerebral Palsy

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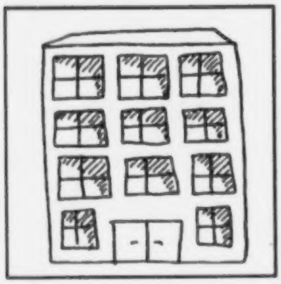
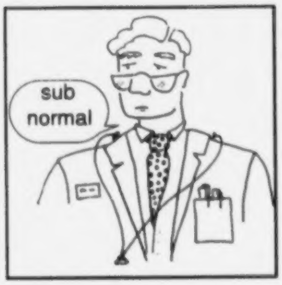
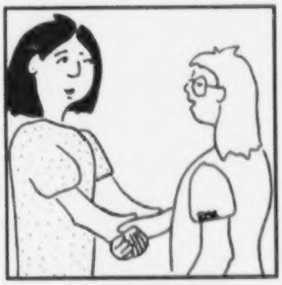
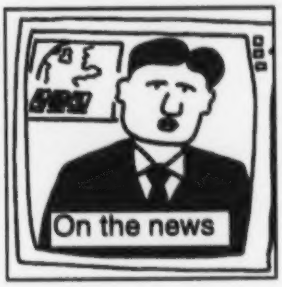
WORDS

Word Bank

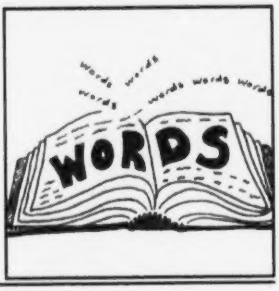








Hard word	Easy words
special school	schools for Disabled Children only
sub-normal	a bad label that used to be given to people with learning disabilities
support worker	a person who can help you in your home or at your work
Teletext	information on theTV, including subtitles for deaf people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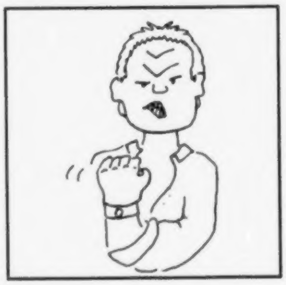
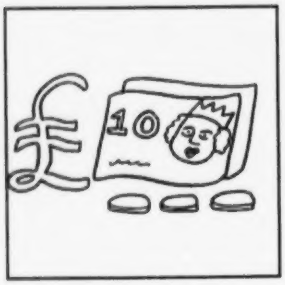
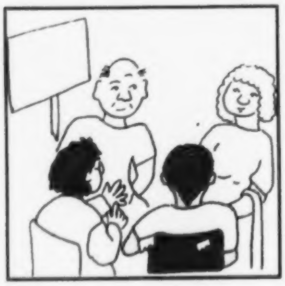
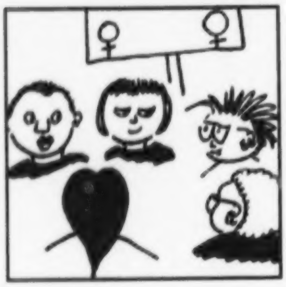
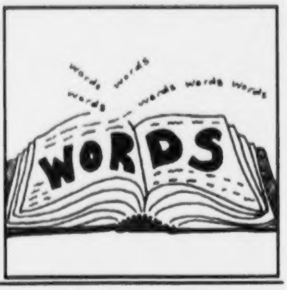
WORDS

Word Bank

	Hard word	Easy words
	threatening	a person says or does bad things that make you feel hurt or scared
	travel expenses	the money you get from work to pay for your train or bus tickets
	user group	a group of people who use services
	women's group	a group where women meet and talk about things that are important to them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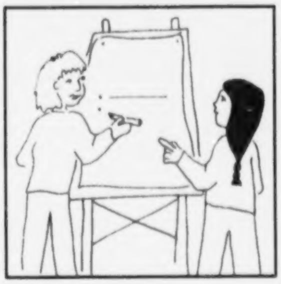
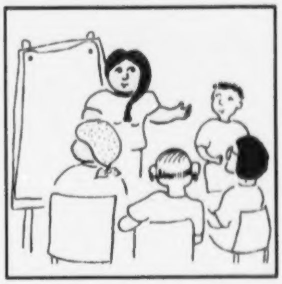
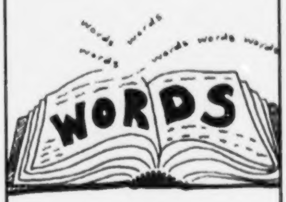
Word Bank





Hard word	Easy words
wordstorm	having lots of ideas on one subject
workshop	people talking in small groups about things that are important

Photocopy and use this page to add more words if you need to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Word Bank

Hard word	Easy words